The TA Handbook 2004-2005

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

Cover Photo by Kumiko Haas

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University of California, Los Angeles
Office of Instructional Development
Teaching Assistant Training Program
390 Powell Library
(310) 206-2622
Foreword

This handbook is designed to make your life as a teaching assistant easier. It has been compiled and written by teaching assistants who have worked “in the trenches” teaching undergraduates at UCLA. We have included tips and guidelines gleaned from our experiences 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 minor updates and corrections to the previous one. Sara Appleton-Knapp, Brent Haydama, Jonas Kaplan, Peter Kreyza, 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.oic.ucla.edu/tap.

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 e-mail message to tapt@oic.ucla.edu, or visit our office in 390 Powell Library.

Howard Lee
Campuswide Teaching Assistant Training
Program Coordinator

Claus Schubert
Campuswide Technology TA
Program Coordinator
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# Academic Calendars

## Academic Year 2004 to 2005

### Fall Quarter 2004

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Quarter begins</td>
<td>Monday, September 27</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Thursday, September 30</td>
</tr>
<tr>
<td>Study list deadline</td>
<td>Friday, October 15</td>
</tr>
<tr>
<td>Veterans' Day Holiday</td>
<td>Thursday, November 11</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Thursday-Friday, November 25-26</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, December 10</td>
</tr>
<tr>
<td>Common final examinations</td>
<td>Saturday-Sunday, December 11-12</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, December 13-17</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, December 17</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Friday-Monday, December 24-27</td>
</tr>
<tr>
<td>New Year's Holiday</td>
<td>Thursday-Friday, December 30-31</td>
</tr>
</tbody>
</table>

### Winter Quarter 2005

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Monday, January 3</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Thursday, January 6</td>
</tr>
<tr>
<td>Martin Luther King, Jr., Day Holiday</td>
<td>Monday, January 17</td>
</tr>
<tr>
<td>Study list deadline</td>
<td>Friday, January 21</td>
</tr>
<tr>
<td>Presidents' Day Holiday</td>
<td>Monday, February 21</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Wednesday, March 16</td>
</tr>
<tr>
<td>Review day</td>
<td>Thursday, March 17</td>
</tr>
<tr>
<td>Final examinations begin</td>
<td>Friday, March 18</td>
</tr>
<tr>
<td>Common final examinations</td>
<td>Saturday-Sunday, March 19-20</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Thursday, March 21-24</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Thursday, March 24</td>
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<tr>
<td>Cesar Chavez Holiday</td>
<td>Friday, March 25</td>
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### Spring Quarter 2005

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Quarter begins</td>
<td>Wednesday, March 30</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Monday, April 4</td>
</tr>
<tr>
<td>Study list deadline</td>
<td>Friday, April 15</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>Monday, May 30</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, June 10</td>
</tr>
<tr>
<td>Common final examinations</td>
<td>Saturday-Sunday, June 11-12</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, June 13-17</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, June 17</td>
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<tr>
<td>Commencement Ceremonies</td>
<td>Friday-Sunday, June 17-19</td>
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ACADEMIC YEAR 2005 TO 2006

**Fall Quarter 2005**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Monday, September 26</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Thursday, September 29</td>
</tr>
<tr>
<td>Study List deadline</td>
<td>Friday, October 14</td>
</tr>
<tr>
<td>Veterans' Day Holiday</td>
<td>Friday, November 11</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Thursday-Friday, November 24-25</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, December 9</td>
</tr>
<tr>
<td>Common final examinations</td>
<td>Saturday-Sunday, December 10-11</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, December 12-16</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, December 16</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Monday-Tuesday, December 26-27</td>
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<tr>
<td>New Year's Holiday</td>
<td>Friday-Monday, December 30-January 2</td>
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**Winter Quarter 2006**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Wednesday, January 4</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Monday, January 9</td>
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<tr>
<td>Martin Luther King, Jr., Day Holiday</td>
<td>Monday, January 16</td>
</tr>
<tr>
<td>Study List deadline</td>
<td>Friday, January 20</td>
</tr>
<tr>
<td>Presidents' Day Holiday</td>
<td>Monday, February 20</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Friday, March 17</td>
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<tr>
<td>Common final examinations</td>
<td>Saturday-Sunday, March 18-19</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Monday-Friday, March 20-24</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Friday, March 24</td>
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**Spring Quarter 2005**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Wednesday, March 29</td>
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<tr>
<td>Cesar Chavez Holiday</td>
<td>Friday, March 31</td>
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<tr>
<td>Instruction begins</td>
<td>Monday, April 3</td>
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<tr>
<td>Study List deadline</td>
<td>Friday, April 14</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>Monday, May 29</td>
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<tr>
<td>Instruction ends</td>
<td>Friday, June 9</td>
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<tr>
<td>Common final examinations</td>
<td>Saturday-Sunday, June 10-11</td>
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<tr>
<td>Final examinations</td>
<td>Monday-Friday, June 12-16</td>
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<tr>
<td>Quarter ends</td>
<td>Friday, June 16</td>
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<tr>
<td>Commencement Weekend</td>
<td>Saturday-Sunday, June 16-18</td>
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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 in dedes 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 teaching assistant position and the resources available to TAs at UCLA. Individual academic departments often offer duplicate resources to provide some of the services and equipment listed here so please check with your department before contacting other sources. Since some of the services listed below are free, your departmental administrative staff may need to complete requisition forms and you will need to obtain departmental approval before your request is filled. For information about applicable fees, if any, call the individual offices listed below or consult with your departmental staff.

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 8 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.

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. In addition, serving the University 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 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 1st. 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 2003-2004 rates for 50% time appointments and are subject to change).

Teaching Assistants
Students who have not completed all requirements for the master's degree or 36 units of graduate coursework. The 2003-2004 payment rate was $1,595.22 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 collegial teaching experience. The 2003-2004 payment rate was $1,780.56 per month.

Teaching Fellows
Students who have been formally advanced to candidacy for the doctorate and have two years of collegial teaching experience. The 2003-2004 payment rate was $1,870.34 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.am.co.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). In no circumstance is a graduate student permitted to hold academic appointments totaling more than 75% time.

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 for general assignment.

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), 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, or, if your department does not have a TAC, you can ask a graduate advisor, academic advisor, or your fellow teaching assistants for help. You may also contact OID’s TA Training Program for consultation on how to obtain peer 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, or wwwoid.ucla.edu/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, consult with your graduate or academic advisor. You can also visit or contact the campuswide TA Training Program in 390 Powell Library, 310-206-2622, ttp@oid.ucla.edu, or wwwoid.ucla.edu/ttp.

How can I arrange videotape/feedback for myself?

Contact your Department’s TA Consultant or OID’s Audiovisual Services at 310-206-6591 or wwwoid.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, or wwwoid.ucla.edu/eip.

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

Contact or visit OID’s Audiovisual Services at 310-206-6591, avs@oid.ucla.edu, or wwwoid.ucla.edu/avs

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

Contact or visit OID’s Teaching Enhancement Center at 310 Powell, 310-206-4599, tec@ucla.edu, or wwwoid.ucla.edu/tec. You can also learn to use technology in your teaching by attending a Technology TA Consultants Seminar. To learn more, contact or visit OID’s TA Training Program at 390 Powell Library, 310-794-5117, techtas@oid.ucla.edu, or wwwoid.ucla.edu/tatp.

Where can my students listen to audio tapes?

Contact or visit OID’s Instructional Media Laboratory at 270 Powell Library, 310-206-1211, media@oid.ucla.edu, or wwwoid.ucla.edu/imlab. You can also contact the Biomedical Library Circulation Desk at 310-825-4940, biomed-ref@library.ucla.edu, or wwwlibrary.ucla.edu/libraries/biomed

What do I do if one of my students cheats or plagiarizes?

First, 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. You can also visit the webpage on academic misconduct at wwwdeanofstudents.ucla.edu.

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

Contact or visit the UCLA Ombuds’s Office at Strathmoore Building – Room 105, 310-825-7627, ombuds@conet.ucla.edu, or wwwsaconet.ucla.edu/ombuds

You can also contact the union stewards through your campus union office at 310-208-2429 or sageuaw@igc.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:

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 or 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 was prepared by UCLA for students, faculty, and employees of UCLA to demonstrate basic safety measures during an earthquake at UCLA. This video can be borrowed from the TA Training Program Office at 390 Powell Library, 310-206-2622.

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 310-572-2060, the Red Cross at 310-445-9900, or the 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-HELP (4357)

 Chancellor’s Office
310-825-2121

Dean of Students
310-825-3871

Housing Office
310-825-4491

ASUCLA
310-825-0611

Community Relations
310-794-6837

Please call the 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 teaching assistant 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, yourself, be assigning home-
work, 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 (par-
ticularly 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 not 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 English and 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 to 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 the faculty
member in charge of the course 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 department, the
discipline, and the course. Generally, the 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 interac-
tion occurs between the students and the TA.

OTHER RESPONSIBILITIES

Office Hours

TAs are required to hold office hours when students
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 important to also be available
by appointment for students who cannot make your office
hours. Office hours count towards your 220 hour/quarter
workload.

Virtual Office Hours

TAs may be required to hold "virtual office hours." The
introduction of course web pages may involve discussion
boards where students can post their questions to TAs.
Because it may be time-consuming to respond to student e-
 mails, 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 when the quarter begins, 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 web page for to avoid any conflicts
during the quarter. Encourage students to use this resource
and offer to show the web page and its features to students
during office hours as well. It may be useful for you to note
that the Chemistry Department uses a specific software
package called Virtual Office Hours that represents one
version of "virtual office hours." The TA Training Program
website offers a guide entitled, "Managing Electronic
Communication" for download. See www.oid.ucla.edu/
tap 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 web page discussion board. TA and faculty should
discuss how much time TAs will devote to student postings
and how frequently web pages should be checked for
student e-mail. 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 web page 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 it 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 exactly what the faculty member expects or to 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 many of the following matters before the course begins, including the following:

- How much latitude does the TA have in the course?
- What are exactly 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 from midterms and the final to the faculty member?

If 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 on the campus Apprentice Personnel Manual regulations and adapted to the specific needs of each department. Departmental TA guidelines frequently address such things 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 at an outside vendor. An awareness of TA workload has become even more important with the introduction of electronic teaching methods, such as e-mail correspondence with students. The highest priorities should be given to the central duties of teaching. These include time for 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. Sometimes all that is needed is a sympathetic ear. On other occasions, the TA may be called upon to make problem-solving suggestions or to provide guidance in locating sources of further assistance.

Some hints for conducting office hours and some means of encouraging students to take advantage of them are included in the Teacher’s Guide, An Informal Summary of University Policies, Procedures, and Resources for Undergraduate Instruction available on the OID website at www.oid.unc.edu/teach.

Answering Questions About the Administration

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@sasnet.ucla.edu, or 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 the 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 Withdaw from the University?

Withdrawing from the University 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 continuation in undergraduate standing. Before withdrawing, they are urged to consult faculty, departmental staff, or college advisors 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@sasnet.ucla.edu, or www.fao.ucla.edu, which administers undergraduate scholarships and all graduate and undergraduate financial aid that is based on financial need. This office administers scholarships, grants, work-study, and loans. The automated telephone service will guide students to assistance 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 an appointment basis and a "Counselor-of-the-Day" is on duty daily between 9 a.m. - 4 p.m.

In addition to traditional financial aid, interest-free short-term loans are available from Student Loan Services to all registered students who have a sound credit history. To apply, students must be currently registered (or using the loan to register), and present a valid UCLA photo identification card, or passport. Three types of loans are currently available.
Emergency loan

To meet short-term emergencies, loan amount does not exceed $200.

Living expenses loan

To meet specific and non-recurring financial obligations (such as apartment deposits and car repairs). Employment verification is required and the loan amount does not exceed $350.

Financial aid advance

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 Covel 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.uda.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
310-825-2826

Nursing
310-825-7181

Theater, Film, and Television
310-825-5761

Letters and Science
310-825-3382

ASK Peer Counselors

They 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., A-Level Ackerman Union from 11 a.m. to 2 p.m., and
Murphy Hall (northwest entrance) from 10 a.m. to 4 p.m. Students can also e-mail questions to ASK@college.ucla.edu.

**L&S Academic Advancement Program**

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 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).

**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 student's adjustment to university life and refer them to both AAP and campus resources and services. Peer Counselors 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).

**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 Covel 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 Covel 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 correction 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 Ed Frankel, Director, College Tutorials, at 310-825-1288.

**College Tutorials ESL Tutoring Lab**

College Tutorials ESL Tutoring Lab is located at 228 Covel 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 TESL Department. Students should make appointments in advance, by phone, or at the Lab. For more information contact Ed Frankel at 310-825-1288.

**College Math/Sciences Tutorials**

College Math/Sciences Tutorials is located in 230 Covel 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 Covel 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 Covel 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) 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, Bruin Workshops job and internship 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).

Two branch locations extend the Center’s services and resources. EXPO Internship and Study Abroad Services (310-825-0831, Kerckhoff Hall, Room 109) 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. Engineering and Science Career Services (310-825-4606, 5289 Boelter Hall) serves the specialized needs of engineering and physical science undergraduate and graduate students.

The Collegium of University Teaching Fellows

The Collegium of University Teaching Fellows (CUFT) 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, cuft@奠id.ucla.edu, www.ciu.d.ucla.edu/cuft). CUFT 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 ungraduate students a chance to experience a small 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 CUFT, application, and applicant requirements please contact the CUFT program office.

The Office of International Students and Scholars (OISS)

The Office of International Students and Scholars (OISS) is located at 106 Bradley International Hall (310-825-1681, www.intl.ucla.edu). OISS is a resource for counseling students and TAs on a variety of cultural issues that may impact the foreign born in a UCLA classroom. Aspects of intercultural communication, academic expectations, classroom participation, use of counseling and academic support services, communication styles, exam and paperwriting, critical thinking, and negotiation skills are often clarified through OISS staff assistance.

Also located at 106 Bradley International Hall is the Dashew International Center Office of International Students and Scholars (DICSS). DICSS offers an extensive orientation program to help new international students adjust to the University and to the community. Throughout the year, DICSS 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 at 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], www.saonet.ucla.edu/osd). OSD provides a wide range of academic support and services at no charge to ungraduate and graduate students with 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 impairment, learning disabilities, attention deficit disorders, acquired brain injuries, psychological disabilities, hearing impairments, mobility impairments, and health impairments. Students with disabilities at UCLA are capable of 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 management 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, burke@ucla.edu). 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 coordinators 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 lap-top 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 proofreading software to assist them in their reading and writing.

**Student Legal Services**

They can be found in 70 Dodd Hall (310-825-9894, 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**

The Center for Women and Men can be found in the Student Activities Center, Suite B44 (310-825-3945, 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, wlgbt@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 for a listing of events and support group meetings.

UCLA Child Care Services

They offer accredited child care programs for UCLA-affiliated families (such as current UCLA students, staff and faculty) and in dud e s a diverse group of families and staff from different races, religions, and nationalities (310-825-5086, 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 child care centers:

The Bellagio Center is located at the northwest corner of the UCLA campus, at Sunset Boulevard and Bellagio Drive. The Bellagio Center accepts children from two months to five years old.

The Fernald Child Care 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.

The Outreach Program for Child Care

The 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

Mid-Campus Office: 4223 Math Sciences
310-825-0768
www.sps.ucla.edu

These offices are open from 8 a.m. to 5 p.m. All inquiries regarding services, policies and programs for students are welcome at either of these locations.

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 in areas of 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. Confidentiality is ensured. The staff is happy to be of service to TAs at either of the locations listed above.

The Helpline

They provide the campus community with information, referrals, crisis intervention, and a friendly ear when the rest of the campus is closed (310-825-HELP). Hours are daily 8 p.m. - 12 midnight.

Student Health Services

Student Health Services can be found in the Arthur Ashe Health & Wellness Center (310-825-4073, 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 during all periods of enrollment at UCLA. For further information regarding GSHIP, please call the SHS Insurance Office at 310-825-4073.

**THE TA AND THE DEPARTMENT**

Your department is responsible for all of your work as a TA, from making your assignment to supervising and evaluating your classroom performance. If you have a question relating to your TA-ship, 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 you 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 a vice chairperson or other colleagues, and in some cases, by an executive committee. It is important to remember that as a TA you have input into 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 chair).

**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. An advisor can be 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 teaching assistant and as graduate
student, so it is important for you to be on good terms with this person.

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 may 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 you with any type of TA issues.

The Technology TA Consultant

In addition to applying for a TA Consultant (TAC), departments may also apply to have a Technology TA Consultant (TITAC). With the advent of the web and other forms of new media, there are many opportunities to enhance teaching and learning through the application of technology. It is the duty of the TITAC to help TAs learn to make appropriate use of technology in teaching. Duties of the TITAC range from training TAs in technology skills to helping them fashion appropriate teaching and learning strategies through the use of technology.

The Webtech and/or Computer Services Administrator

Many departments now make course webpages, email accounts, and computing facilities available to their students. In the Social Sciences, most of the departments have Webtechs whose specific job is to oversee course websites and assist TAs and faculty with developing these websites.

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 parts of being a TA is juggling multiple roles. While you are a teacher you are also a student in your “off-time.” In addition to these two jobs it is also important for you to take time out for yourself and 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. You also 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 or hand-held computer can be invaluable in tracking your appointments and maintaining your to-do list. The key is to make sure you use your organizer everyday. Whenever you sit down to study, conduct office hours, or do research, open it up 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 year TA Consultants (TACs) from across the campus get together to learn about teaching. Although they all are experienced TAs who have a taught for many quarters, they always learn new methods or get new ideas from one another. Most departments have a TAC whom you can consult for ideas about teaching or about how to juggle multiple roles. You can also consult experienced TAs who commonly possess a wealth of ideas and suggestions. Often just talking to other TAs about classroom problems or new teaching ideas can help you to discover solutions to issues you may be facing. If you wish to join campus-wide listservs (email discussion groups) on teaching issues, visit or contact the TA Training Program at 390 Powell, 310-206-2622, tapt@oid.ucla.edu, www.oid.ucla.edu/Tapt.

Career Center

For graduate students, the career center offers a range of services in addition to those mentioned previously, including curriculum vitae (CV) workshops to address the needs primarily of students planning to apply for academic positions. CV workshops are held several times during the academic year and space is limited. 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 call 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, with extended evening hours on Tuesdays until 7 p.m. You can also get information by visiting their website at www.career.ucla.edu.

Special Teaching Opportunities for Graduate Students

The Collegium of University Teaching Fellows (CU TF)

70 Powell Library Building, is open Monday-Friday from 8 a.m. - noon and 1 p.m. - 5 p.m. You can contact the program at 310-206-8998, cutf@oid.ucla.edu, or www oid.ucla.edu/cutf. 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 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 assistance affords a unique opportunity to acquire teaching experience and skills that will help you should you decide to go on and teach at the college level; however, the communication and group leadership experience will be useful to you no matter what 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, by providing basic information regarding how the teaching assistantship works, describing University TA policy and practices, and the units in the University that share responsibilities for various aspects of the TA-ship. This information is designed to answer some of your questions and to help you to 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. It should be recognized that the objectives and conditions of Academic Apprentice Personnel Appointments are different from those of regular staff employment. The purpose of a teaching assistantship 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 on the Internet at http://atyourservice.uocp.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.

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, quizzes, laboratory or field sessions 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 faculty members 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, labora-
tory, 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 assign-
ments, for planning examinations, or for determining
students’ final term grades.

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

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 for
details on the Fee Remission benefits included in this
contract. For more information about specific contract
questions please refer to the contract, which is posted on
the Internet at http://atyour/ucop.edu/employees/
policies/systemwide_contracts/uaw/index.html.

Workload (Article 30 in Contract)

Teaching assistants, associates, and fellows are custom-
arily 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 depart-
ments 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://atyour/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 for the duration of their appointments. This
minimum course load establishes their full-time enroll-
ment 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. You can also refer to
Standards and Procedures for Graduate Study at UCLA,
available in your department and the Student and Acad-
emic Affairs Office, 1255 Murphy Hall or online at

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 teaching assistantship is based
on academic excellence; promise as a teacher, and other
criteria established by the hiring department. Reappoint-
ment 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 informa-
tion on discipline, termination and grievances please refer
to the union contract online at
http://atyour/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 payment 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 November 1 and the final on July 1. For
additional information, including the payment scale for teaching assistants, associates, and fellows visit www.gdnnet.umd.edu/gss/apppm/appmiintro.htm.

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

Medical Insurance (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 fee payment each term. The waiver deadline cannot be extended for any reason. You can also waive out of GSHIP online at https://www.studenthealth.umd.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.umd.edu/insurance/insurance.htm.

Fee Remissions Payment (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 form to establish 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 determines to be eligible for reclassification as residents and who choose not to be so reclassified are not eligible to receive nonresident-tuition fellowships.

Deferred Registration Fees
As a TA, you are eligible to receive a deferral of the registration and/or nonresident-tuition (if applicable) fees for the quarter(s) in which you are appointed. In order to receive a deferral, 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 deferral 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. For payback deadlines see your departmental Graduate Student Advisor.

Students issued fee deferrals 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 October 30th for any given year. If you need funds prior to this date, 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 (A129 Murphy Hall, www.fao.umd.edu) are two separate offices that cooperate to offer several kinds of assistance.
Financial aid awards are based on need, which is computed according to a need-analysis system 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 wwwfao.ucla.edu/calendar.asp.

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 eligible for financial aid since their TA-ship in comes 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 wwwfao.ucla.edu.

Financial aid counselors are available to answer questions by appointment on weekdays from 9 a.m. - 5 p.m. at A129 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 wwwgrad.ucla.edu.

Parking (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 (310-794-RIDE). See the calendar for Student Parking Request deadlines. For additional information visit wwwtransportation.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, Discipline, and Grievances
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. The grievance procedures are outlined in Article 11 of the contract; see also pg. 28.

Student Diversity
The University is committed to a community of diversity. The latter 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. TA's should neither engage in nor have tolerance of prejudicial attitudes toward race, national origin, religion, ethnicity, gender, disabilities, or sexual orientation. The following is an excerpt from an article written by 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 to ensure 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 in a university environment. Sexist and homophobic behavior by faculty or other students can undermine self-confidence and foster feelings of helplessness or marginality, whether or not the student is aware of the unfairness or outrageousness of the behavior. Faculty should not 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
Diverging discussion of a student’s work towards 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 may be 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. This constitutes sexual harassment when:

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.

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, phomason@conet.ucla.edu. Other information is available at 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, Room 105, 310-825-7627, www.sao.uci.edu/ombuds. The ombudspersons are neutral, independent, informal complaint-handlers. They listen to people, offer information about University policies and procedures, help identify ways to address fears of retaliation, and assist people 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 Counselor’s Office at 3149 Murphy Hall, 310-206-6985. Also, refer to Article 19 of the contract about nondiscrimination 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 forementioned.

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 contract.

Teaching Assistant Grievance Procedures

The union contract (Article 11) outlines grievance and arbitration policies and procedures. You can also find information about the grievance process at http://www.uaw2865.org/grievances.html. Contact your union steward at 310-208-2429 or sageau@igc.org for more information.

Other Means of Resolving Complaints

The following alternate 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 (1312 Murphy Hall, 310-825-9009) or to the appropriate dean of the school or college concerned.

The Campus Ombuds Office

The Ombudspersons are responsible for listening and responding to grievances or concerns from any member of the campus community, such as students, staff, faculty, or administrators. Acting impartially, the Ombudspersons may investigate unresolved grievances or facilitate the resolution of problems for which there are no established guidelines. The Ombudspersons may also, where possible and when requested by the grievant, assist in resolving an issue through mediation (including sexual harassment cases). The Ombudspersons are empowered to recommend changes regarding policy or procedure to the appropriate administrative governing units. The office is independent in operation, and all matters are handled confidentially.

The office is also a designated Harassment Information Center for students, faculty, staff, and administrators who may have questions regarding harassment, either racial or sexual. The Campus Ombuds Office is located at Strathmore Building, Room 105 (310-825-7627, www.saonet.ucla.edu/ombuds) and is open from 8 a.m. - 5 p.m., Monday through Friday. Additional information can be found by visiting or contacting the Sexual Harassment Office at 310-206-3417, 2241 Murphy Hall, pihomason@conet.ucla.edu.

Conflict Mediation Program

The Conflict Mediation Program (CMP) is designed specifically to facilitate open dialogue and interaction in racial, ethnic, and other diversity-related disputes. CMP is an alternative service to existing legal and administrative resources. Open from 8 a.m. - 5 p.m., Monday through Friday, CMP is affiliated with the Ombuds Office and is located at 75 Haines Hall. Campus resources for dealing with grievances or harassment include:

- Campus Ombuds Office, Strathmore Building, Rm. 105 310-825-7627
- Center for Student Programming, 105 Kerckhoff Hall 310-825-7041
- Center for Women & Men, Student Activities Center, Suite B44 310-825-3945
- Dean of Students Office, 1206 Murphy Hall 310-825-3871
- Office of International Students & Scholars, 106 Bradley Hall 310-825-1681
- Office of Residential Life, 370 De Neve Drive 310-825-3401
- Sexual Harassment Office, 2241 Murphy Hall 310-206-3417
Student Legal Services,
70 Dodd Hall
310-825-9894

Student Psychological Services,
4223 Math Sciences
310-825-0768

Student Psychological Services,
A3-062 CHS
310-825-7985

UAW Local 2865-Los Angeles Office
310-208-2429
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 education experience. It is helpful to be aware of this diversity in the classroom. Since your students come from a wide variety of backgrounds, they may have different learning styles from you 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 56.4% of the 25,715 undergraduates in the fall of 2003 were women and 43.6% 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 opinion and perspective essential to a great university. Although most students are from California, they come from all 50 states and more than 100 countries to study at UCLA. The University now enrolls the most ethnically and culturally diverse undergraduate student population – both in total students and as a percentage of enrollment – of any major public or private university in the U.S. In 2003, ethnic minorities comprised over 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 21.2% of the 2003 freshman class identified themselves as Black/African American, Hispanic, or American Indian; Asians constituted over 39.8% 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 2001, 46.0% of UCLA undergraduates lived in Los Angeles County at the time of admission and 93.5% of all undergraduates were, more generally, residents of California.

SAT SCORES & GPA'S OF UCLA FRESHMEN
The average composite SAT score of UCLA freshmen in 2002 was 1,264. The average GPA was 4.11.
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 your 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. The following is a list of questions you might ask the instructor during this meeting.

Questions to Ask Your Instructor

The following is a list of potential questions to ask your instructor as you prepare for the term ahead.

May I get a copy of the syllabus?

As a TA it is important that you review the instructor's syllabus because errors, such as scheduling an exam on a holiday, may occur.

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 for the course. However, you may be needed to help students understand them.

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.ua.edu and login using your Bruin online ID & password, or your student ID and URSA pin, you can download a course roster under the section entitled, "My Courses."

What is your late assignment/exam policy?

What is your policy about adding students at the start of the quarter (for instance, giving Permission-to-Enroll numbers)?

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? 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 professor'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 to outline the activities and topics that will complement 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 decide how you will divide the work. For detailed information about planning a course, see the course and curriculum planning section of the UCLA Teacher's Guide, available from the Office of Instructional Development at 70 Powell Library or online at www.oit.ucla.edu/teach.

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 dynamics. For example, if the desks are bolted to the floor and facing forward, discussions might be challenging. You’ll also want to ensure that the room has everything you need, such as an overhead projector or microphone. If you require audiovisual equipment that is not present in the room, contact OIT’s Audio Visual Services 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, it’s time to finish it and any other materials that you wish to hand out on the first day, such as a sheet with the course name, course number and section, your name, TA office number, your email address or phone number, office hours, and other relevant information. 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 should ask the administrative personnel in your department what the procedures are for making photocopies. 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 the current roster, but who nonetheless want to enroll in your class. Additionally, you may want to fill out the “UCLA Instructor’s Quick Reference Sheet” on pages 39-40 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 $3 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 a course 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 or the Schedule of Classes Calendar at www.registrar.ucla.edu/calend.

Plan Your First Class Session

What will you do on the first day? It’s good to begin the class by introducing yourself. In order to learn your students’ names, you might ask students to introduce themselves or interview and introduce each other to the class. Information provided by your students might include their interests or reasons for enrolling in the class. You can also ask them to include this information on an index card along with their email addresses and phone numbers. 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.

Check for Appropriate Teaching Equipment

Is there chalk for the chalkboard? Does the overhead projector work? Can I raise and lower the screen? Do I need pens for the overhead projector? Can I move chairs and tables or are they secured in place? Can I open and
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 discussion 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; Resist giving out your personal number - students call at odd hours; give students a Departmental Phone Number or Office Number instead.
- Name and contact information for other TAs for the course
- Office Hours, location and phone number (if different from above)
- Course/Lab/Discussion web page address
- Name, number, SRS number and location of lab/discussion section

- Name, number, SRS 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?
- Usernames/Passwords for use of electronic or web based media
- Listserv address

**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 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.

- Reading list
  Include the location of books or articles if they are on reserve

- Assignments list
  Include papers, projects, problem sets, etc.

- Handout and 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)?

(Continued on pg. 36)
Preparing a Syllabus for Lab or Discussion Section (cont.)

Field trips
Information on time, location, travel arrangements, costs, appropriate attire.

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?

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?

Multiple lab / discussion / TA policy?
Will students be allowed to switch labs if they miss a session? Students are crafty - they may 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 electronic discussion boards. It is reasonable for an instructor to set specific policy regarding the type and frequency of use of these tools.

Official or unofficial pre-requisites
List the formal prerequisites for the course. List the courses in which students need to have received a passing grade in order to enroll in your course. List others sorts of unofficial prerequisites. Will student papers have to be typed (requiring students to know how to use a computer, typewriter, or word processor)? Will students be required to use computers in the course? What operating systems do the students need to be familiar with (Windows, Mac, Unix, other)? Will students need to find their own transportation for field trips (thus requiring access to a car or knowledge of the public transportation system)?

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 percentage 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 TA's 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 re-grade papers and assignments. Will you allow another TA to re-grade your student’s assignment? Should you pass the problem on to the lead instructor for the course? Can a student's grade be lowered through re-grading?
close the windows and curtains? Do I need other audio or visual equipment, such as films, video projectors, slide projectors, or data projectors?

What other preliminaries, guidelines, and course requirements will you need to cover? Most importantly, you should take some time to think about how you will introduce students to the course material and encourage them to take an active interest.

On the First Day
If you have already taken care of the items listed in the previous two sections you will have already alleviated many possible sources of anxiety. 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.

Set the Atmosphere for the Course
Do you want a very formal type of classroom atmosphere where you do most of the talking or would you prefer students to contribute while you act as a moderator? Will you allow exceptions to rules and course policies or not? 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. Often, it is better to start out strict and ease up later (if it seems appropriate) than to start out informally and then struggle to impose new rules partway through 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 slowly. This will help you to feel more confident and allow students to follow what you are saying. Also, a few moments of silence in the class are acceptable. Do take some time to pause to write something on the board, shuffle through your papers, or just collect your thoughts. It will give your students a chance to update their notes and absorb what has been addressed so far. It is also a good idea to focus on what you are presenting, rather than on the fact that you are up in front of a class of unfamiliar faces. One way to combat first-day jitters is to start out with student introductions. This will force students to talk initially and allow 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. Moreover, students are apt to engage in a discussion with others if they have been introduced.

Checklist for the First Day
Finally, you probably won't appear as nervous to students as you feel internally. Students are very sympathetic toward the nervousness of others, since they may be nervous, too. Listed below is a checklist of items that you may want to include on the first day:

- Introduce yourself
- Announce your office hours and the ways that students can reach you (email address, office address, and telephone number)
- Review enrollment issues (waitlists, add/drop polices, and dates)
- Outline course requirements and grading policies
- Distribute and discuss the syllabus (exam, assignment dates, rules for attendance, late papers/make-up exams, cheating policies, and so forth)
- Communicate your goals for the course
- Student introductions/ice breakers
- Present some exercise or discussion that acts as a sample of what the rest of the quarter will be like
- Times/locations of outside resources, such as media labs or computer labs

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. 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.

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 before returning papers and exams to students to make certain that you are assigning the same grades for comparable work. For more information on grading please see the Teacher’s Guide available from the Office of Instructional Development and on www.ida.ucla.edu/teach.

Since the TA plays such a significant role in the grading process, it is important that they be familiar with University grading policy, which is published in the Manual of the Los Angeles Division of the Academic Senate (www.senate.ucla.edu/formsDocPage.htm) and in the UCLA General Catalog (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.

Maintaining Grades

Some professors may prefer to maintain grades by hand but my.ucla now offers the option for TAs and faculty to track grades using UCLA’s new grade book.

Grades Interpreted

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

A+, A (superior)
A, A-, B+ (good)
B, B-, C+ (fair)
C, D+, D (poor)
D, F (fail)
I (incomplete)
IP (in progress)
P (passed)
NP (not passed)
DR (deferred report).

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.

I - The Grade of Incomplete

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

To Remove Incomplete Grades: The student is entitled to have an Incomplete 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.

F or NP-Fail, Not Passing

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

P-Pass

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 (in progress) 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.

Deferred Report Grades

Students may receive a Deferred Report (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 D 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
**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__________________

<table>
<thead>
<tr>
<th>INFORMATION FOR STUDENTS</th>
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<tbody>
<tr>
<td>Course Dept. &amp; Number</td>
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<th>Math &amp; Science</th>
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**INFORMATION FOR ME**

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<th>My departmental copier code</th>
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**QUARTER OVERVIEW SHEET**  
Course: ____________________________

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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
Incomplete when the instructor provides written confirmation that the situation is resolved. The DR grade is not included in determining the grade-point average.

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; and

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/not 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.
Approaches to Instruction

Supervising faculty are reminded in TA guidelines that they are responsible for instruction and grading in all University 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 TAship for a specific number of hours per week. Thus, while various support activities by the TAs are possible under the guidelines, some choice among options for the use of a TA’s time may have to be made. This has become even more important with the introduction of electronic teaching methods, such as having to answer e-mail from students. The highest priority should be given to the central duties of teaching, such as 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. Guidelines such as these currently exist in many departments and may serve as a reminder of faculty and apprentice personnel responsibilities and the order of priorities for working with TAs.

STYLES OF TEACHING

A most important ingredient of teaching is your classroom style. What should the TA-student relationship be? One suggestion is that you be natural and honest. The teacher-student relationship is basically an other human relationship. Some relationships occur naturally. Others involve role-playing in which we act according to some set of social standards that seem appropriate for the situation. For example, as a TA, you have more experience and knowledge than your students, you are being paid to help them learn, you are by nature formal or informal, they are in the class for various reasons (which you should try to be aware of), and so forth. Base your actions on the situation, rather than on some extraneous concept of what a teacher is, or on the expectation of the class.

Graduate Student Experience

Styles of Teaching

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.
Immediate constraints on your teaching style are determined by the format of your class and the amount of control you have over the TA position. Some TAs will work with almost complete autonomy in the classroom, while others will be given a rigid course outline with little choice in it for them. 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**

When given an opportunity to tell prospective TAs what everybody forgot to tell them, many TAs talk about preparation both for the course and for each class session. Adequate preparation will make you feel more confident in front of the class and it will let you make maximum use of your time. In your preparation for individual sessions, be careful about what you assume to be obvious. An idea that seems trivial to you may be evasive and obscure to the student. Spend time before entering the classroom trying to explain these “obvious” concepts.

**Being Over-Prepared**

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

1. Anger at myself for not sleeping, skipping lunch before class for further preparation. In short, feeling I was compulsion.
2. Disappointment at not covering all the prepared material.
3. Running the danger of trying to squeeze in too much, because, after all, I have my notes in front of me. This confuses the students.
4. Steering class time away from questions or free-flowing conversation because of trying to squeeze in too much.
5. A strange feeling of over-investment in my work and students.
6. A sense of accomplishment.
7. I might learn something from the material.
8. I will now have material for my next meeting if it involves a continuation of the current class meeting.

**Being Under-Prepared**

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

1. 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?”
2. Heart-piercing guilt for having let my students down and partially wasted their time.
3. Intense self-criticism for being under-prepared.
4. A firmly cemented vow to never let this happen again.

Equally as important as preparing for individual class sessions is the larger preparation for the course. Many TAs are in a position to exercise a good deal of control over the content and progression of their courses; for these TAs particularly, it is vital to determine course goals as explicitly as possible and to make these goals dear to the students.

A straightforward and well-thought-out syllabus can go far toward establishing 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-

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**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 have. 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!”) before the section in that informal setting; whereas, I get more intellectual responses during section (“Would you do the first homework problem?”). This time also provides an opportunity to ease the students into the subject matter of my class. 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 given 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.
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 are its governing principles and goals.

When you have developed goals, which allow you to communicate your material, your methods, and your enthusiasm for the course, be explicit with your students about these goals. 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 in the overall structure. In short, there is no advantage in making a mystery of what you expect from your students. The better prepared you are in your overall conception of the course, the more clearly you can communicate these goals to your students.

The amount and kind of preparation required differs from course to course. For example, in English 3, the TA has to choose the course content. English 3 suffers from two problems: it is required and does not have a specified content. A TA must teach 25 engineering, psychology, math, and history students how to write.

An English 3 TA can plod through mechanically applying the department’s week-by-week manual, or the TA can face the challenge of making a hated course valuable and stimulating. I present it as a method course, which will ensure higher grades in essay writing. I sell it as consumer protection, using advertisements, political campaign speeches, and press releases to demonstrate manipulation. I use the LA Times, Esquire, Art Buchwald, MAD Magazine, as well as the standard Time and Newsweek magazines. I photocopy assignments written by students for class discussion. Nothing works like peer criticism.

THE FIRST CLASS

The first class launches the quarter in motion. It sets the tone, style, and expectations for your work together. So it is wise to consider carefully what you want to do in that first meeting. The following are some things to consider that may help you structure the first meeting and allay some of your anxiety.

If you want to achieve an informal style, arrive early and begin to get to know your students. This will help you relax and help your students realize that you are a student, too. If you prefer a more formal style, wait until the appointed hour and then enter the classroom. Allow a little extra time on the first day for “lost” students.

Once you begin speaking, try to speak slowly and repeat whenever you feel panicky. Remember to slow down the rate of speech and focus your attention on what you want to get across instead of how you are saying it or how you appear. Begin by introducing yourself and writing your name on the board. You might go around the room and ask for names, departments, city of origin, and the like. Remember that students are at least as nervous as you are. Locate each name on the roster and make a point of learning each student’s name.

Let your students know that you are organized. Give them a handout that might include your name, office hours, course name, times and locations of other class meetings, the professor’s name and office hours, your office telephone number, the required text and readings, the number and dates of examinations, information about lab or homework assignments, guidelines for term papers or class projects, a breakdown of how the course grade will be determined, time and date of the final exam, whether class notes are available, and other information of interest. Prepare for predictable enrollment problems and procedures. If there is a waiting list, give your students an idea of their chances of getting into the course.

Note that it is not unreasonable to prepare a lab or section syllabus in addition to the course syllabus put together by a faculty member. Information on how to develop a course syllabus is available on the TA Training website at www.oid.uda.edu/tap. Briefly overview the kind of material to be presented in your class and the kinds of activities required of them throughout the quarter. Explain why the course material excites you as a graduate student. Such feelings can be contagious. It is also helpful to reiterate the course goals, and you might contrast these with any additional personal goals you have for the section or lab. Finally, ask if there are any questions about the course, its requirements, or your role within it. Be sure to pause long enough for students to reflect and formulate questions. The following paragraphs are the reflections of a TA about the first sections of a class.

COMMUNICATION

Becoming aware of the personal interactions taking place in the classroom is one of the best ways of improving one’s teaching. We all affect students in many ways—some of which we recognize, others of which we don’t. Once we become conscious of our own responsibility in these dynamic relationships it is easy to change the effects so as to improve communication with students. Students and instructors are advised to develop the ability to contribute feedback to one another about the effective running of the course. TAs can use the information gained through this sharing of experience to improve their teaching style or to clarify their presentation of the subject matter.

Offering hope, encouragement, and interest to any student may have the best effect on learning in the long run. The landmark Coleman Report, Equality of Educational Opportunity (1966) indicates that students, who have healthy self-images and think that they can have some effect on the world, invariably do better in school.
One helpful approach 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 on their own?" When a student asks a question, ask yourself, "What does he or she want to know?" Most questions are straightforward, but sometimes the question that is asked masks the real question or the difficulty. Note that as teachers we often plan how to speak or deliver the materials. However, we need to listen to our students as carefully as we speak to better understand the issues adressed in their comments or questions.

As with most other skills, teaching effectiveness increases as one acquires the ability to identify and concentrate on the most relevant aspects of the environment. For this reason, having confidence in your teaching, and adopting a problem-solving attitude, usually leads to improved learning outcomes for your students.

ESL SERVICE COURSES

UCLA also offers courses through the English as a Second Language service that can help teaching assistants who are not native speakers of English with the communication skills.

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 these students to focus on pronunciation improvement. Recommended test score: SPEAK 40 or below, or TOP 6.3 or below (offered only in the Fall Quarter).

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 TAing 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. I 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 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.
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 syllabus, explaining a visual, defining a term, asking & fielding questions, checking for comprehension, etc.). Recommended test score: SPEAK 40 or 45, or 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 TAs 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: SPEAK 45 and above, or TOP 6.4 and above.

ESL 38

Pronunciation: Stress & Intonation in English, is a 40-hour elective course designed to help non-native speaker of English to communicate effectively in social as well as classroom/academic setting and to improve critical listening skills. This class will have a special focus on drama to practice three important aspects of pronunciation: stress, rhythm, and intonation. Prerequisite: none.

ESL 108

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 an ESLPE score which exempts one from ESL 33B).

For more information about the ESLPE or about any of the ESL courses, contact the ESL Office in Rolfe 3300B, 310-825-4378, www.humnet.ucla.edu/humnet/al/frames/athome.htm.
**Motivating Students**

Too often instructors assume that students either work or don’t work. Those who don’t, drop out; those who do, fight on to the bitter end and gain respect. But students are not that resistant to change. They respond to you personally and professionally; they may even look up to you. This kind of opportunity to influence future lives is rare.

How we use this power will greatly affect a student’s motivation to succeed in your classes. Take, for instance, the instructor who offers a “killer” test in the second week to stimulate ambition. Or the professor who publicly ridicules wrong answers in the hope that humiliation will inspire the students to take the course seriously.

The trouble with such negative reinforcement is that it is negative! It makes the classroom atmosphere pessimistic, the subject’s intrinsic appeal off-putting, and the students’ attitudes downbeat. Some students (a small percentage) may, in fact, work harder; but they won’t learn the most basic lesson of any university course: that learning is rewarding. Without that lesson, they will find it difficult to be motivated to succeed in independent study, either in graduate school or in non-academic life. It is true that sometimes the only way to reach effectively a large number of students is to set rigorous standards and warn them of the consequences of failure. However, over-use or this approach implies that you don’t really care about your students’ learning.

Positive reinforcement, on the other hand, almost always works and is pleasant, not only for your students but for yourself as well. This is true for two reasons: 1) any subject offers some—no matter how few—intrinsic rewards that you can help to make clear; and 2) even if the intrinsic rewards of the subject dim in the glare of heavy workloads, you as a TA can be intrinsically rewarding.

Some students, for example, must be reminded that Math 18 is a prerequisite for Math 2, that it will prepare them for all the other math courses they may take in their college careers, and that a good performance now will guarantee higher grades later on. Students are investors and expected profits are strong reinforcements. If you explain to them early on how your course fits into their entire college program and how it relates to their future career goals (which may have little to do with your subject), they will enjoy it more because it will mean more to them. Meaning is rewarding.

Students have for years reported that TAs make better teachers because of their “half-student/half-teacher” status. They speak of TA concern, from idleness, and enthusiasm, typically remarking that the TA was more “approachable” and “available” than full-time faculty. What does all this boil down to? What specific things can we do intentionally to enhance student motivation?

First, reward success openly and immediately. This can be as simple as saying “good” to a student’s correct answer; or it may be as involved as “summing up” at the end of the class what they have learned and mentioning the names of the day’s contributors (for example, “As Ruth said earlier about Shakespeare... As Maureen pointed out about Thackeray... And let’s remember Peter’s injunction against imitating Judith Krantz’ style.”). Even wrong answers can be corrected without undermining a student’s dignity. If a student mixes up “neurosis” and “psychosis,” for example, you may wish to stop and say something akin to, “I can see why they’re so easy to confuse because both entail similar kinds of psychic disturbance, which you obviously know, but to different degrees... Our problem, one we all have to face in this class, is determining how severe these disturbances are.” Everyone needs praise, particularly when we put ourselves on the line for public scrutiny. TA approval ratifies the worth of the self and can motivate students to learn regardless of their original interest in the topic.

Second, manipulate the difficulty of work tasks so that students succeed rather than fail. Since you now reward success, you have more opportunities to be successful. Don’t give “killer” tests; they prove nothing but your own superiority, which your students may never question in the first place. Instead, think about giving short quizzes often. Break up the total amount of material to be learned in the quarter into smaller, more manageable bits. When students succeed, they become more motivated to study for the next, harder test.

Third, the most reliable and reinforcing reward you can give is immediate and comprehensive feedback, even when you’re telling students that they are wrong. Don’t simply say, “No, you’re wrong,” or scribble only a minus mark on a quiz. These tactics don’t provide much information. Unless students receive feedback specifying why the answer was incorrect and what needs to be done to ensure success the next time, they will despair. The hardest lesson for teachers to learn is that students don’t know — and can’t begin to learn — a subject if they are confused. They need to know what to go and how to get there. Students do respond to clear instructions; at a minimum, they want to know what they need to do to pass the course. Most students spend the better part of the quarter just trying to ascertain what is expected of them. For example, if you’re an English TA resuming the first graded writing assignment, you might write: “If you correct these grammar errors, clean up your paragraph structure, and stick to your thesis, you should do well in this course.” Without this information, students tend to attribute their errors to their own “stupidity.” They are very willing to blame themselves for difficulties in learning because, unless specified, difficulties generally loom very large in their minds.

Fourth, appeal to individual student interests. Once you know who’s majoring in what discipline, apply your problems in your own subject to something they’re interested in. You might use their names to do this: “Radcl, you’re interested in psychology. Let’s talk about Swift’s manipulation of his audience through irony in terms of misreading — that is, let’s define misreading as the...”
repression of unwanted ideas and see how the essay works then." This tactic not only opens the discussion up to Rachel’s expertise, but also reinforces her desire to apply herself more vigorously to your English course. English suddenly becomes relevant to a subject that already intrinsically motivates her. Plus, you’ve rewarded her publicly for having such knowledge.

Fifth, appear to be enthusiastic about your subject. Remember, your students are investing in themselves. No matter how much they may pretend to put down their education in conversations, it is still their contribution to their own lives. If you let yourself become tired or apathetic, they will imitate you because they would not dare open themselves up to ridicule for valuing something you don’t. Don’t degrade this gift that they are giving themselves — you should attribute value to it. The most successful teachers inspire their students through example; for example, they convert undeclared majors into passionate specialists because motivation is catching. This doesn’t mean that they or you have to be “highly wired” all the time. But even if you have to “fake enthusiasm,” do it. Motivating students is what education is all about. It’s not only having students learn both inside and outside the classroom, but for the rest of their lives.

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. They 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 a 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? 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. Governance should be "invisible" and appear unrehearsed. That is, it should be a well-organized, intellectual adventure that arrives some-where. Weak discussions are characterized by obvious control, domination by a few, boredom by the rest, and an inevitable “sinking” feeling as the class progresses.

Good discussion leaders are able to shape questions by contrasting the open and closed, real and phony, general and personal. For example, note the difference between the phrasing of “What is Romanticism? Versus “Do you consider yourself a romantic?” Another exemplary quality of good discussion leaders is the ability to persist until answers are forthcoming. This may take 15-20 minutes until the “fire is fanned” and the group becomes responsive. Once again, good discussions are guided from beginning to end, and participants are made comfortable through verbal and nonverbal cues.

Discussions are an ideal way to share experiences, learn about skills, create ideas, solve problems, reach a consensus, practice skills, criticize ideas, develop insights, and demonstrate the possession of knowledge. In leading discussion sections, there are a number of types of questions that should be avoided. Included among these would be rhetorical questions requiring a yes or no response; 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.

Discussions are often uncomfortable when they are slow to start, plagued by disruptive elements of some sort, or even haunted by extreme boredom. Using mini-exercises requiring some preparation on the part of the students might reduce slow starts. For example, “Write a memo describing...”. If students have no response to your questions, backtrack to simpler questions that can lead to the larger issue. However, you should always try to respect the response, “I don’t know.” Laying out some ground rules regarding the making of “speeches,” turn-taking, and the expectation that everyone will eventually contribute can control compulsive talkers. Smart alecks, on the other hand, are usually better ignored while you respond seriously to what lies behind their poorly phrased questions. Using the board, or even utilizing concrete objects as metaphors or models can combat general confusion.

Finally, sleepiness and boredom are somewhat less likely to pervade if you are honest in your enthusiasm and extend your repertoire of responses being struck dumb, outraged, confused, or whatever.

It is important to pay attention to the kinds of questions you ask and how you present them. Students will answer questions at the level you ask them. If you want a thoughtful response, you have to give your students enough time to think and answer. The three seconds it takes may seem like an eternity but once the students begin to respond, the value of waiting becomes apparent.
After you begin to choose the level of your questions and comments carefully, and give your students time to think, you may find that your participation in the discussion diminishes. Your role will be then to monitor the discussion and, when necessary, to redirect it. 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.

Among the problems TAs may face in leading discussions is a lack of preparation by students. Another type of problem arises when the students do not have enough in common to carry on a broad-based conversation. TAs should be careful to begin discussions at the student’s level. This should only be a significant concern at the beginning of the course. Try to find out what the students know and keep this in mind. And most importantly, don’t mistake a lack of background knowledge for a lack of preparation.

One way to increase the coherence of discussions is to assign specific tasks ahead of time. The entire class can be given a precise assignment, or selected students can be given specific responsibilities. 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. Breaking up the class into small groups will give individual students a personal stake in their respective groups.

Students generally respond well when given personal responsibility.

### LABORATORY SECTIONS

The most important action that TAs can take is 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. 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 cooperative and show your students respect, they generally do the same. It usually helps to encourage them to be alert but relaxed, and help each other as much as they can.

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 at a 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. With only 10% of the student’s grade available for a TA to grade, the TA lacks sufficient leverage to make the students perform, and, therefore, may not be able to use grades as leverage.

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

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**Graduate Student Experience**

**Discussion Sections**

For my first TA-ing 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 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.
Perform the entire experiment yourself in advance, although 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 students 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 Rumford, 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 firm obligations 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 very well organized supervisory meetings and/or classes that 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 should be taught in correct: grammar and syntax, speech and pronunciation, vocabulary, reading facility, cultural information, and so forth. Students have to be exposed to all of these facets of a new language before they can begin to work with it. 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 helps language classes to be more interesting. Many TAs find that daily timetables help them to cover 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 to develop 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, as follows:

Try breaking the class into small groups to allow students the chance to speak in a less public situation. Students can practice drills or dialogues, prepare short dialogues or sketches, 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 on-line daily newspapers.

Lighten up on your organization plan occasionally so you can really 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 or 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 we may no longer notice, but which can badly impede student learning. Beware of these common pitfalls and their effect on your students.

Do some exploring yourself for 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 on-line newspapers, easily available fonts, and so forth.

Tell students out occasionally with the right answers. Sometimes TAs forget how long it takes for a beginning language learner to formulate and produce answers and how valuable an experience it is.

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 using questions. Students will only know how to respond. In addition you may wish to avoid using particular artificial pattern drills because students will become accustomed to these unreal patterns.
Don’t lose your patience. Students need all of 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 kill a student’s enthusiasm.

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.

TEACHING WITH TECHNOLOGY

Why teach with technology?

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

There are two general reasons for instructors to use technology: to make teaching easier and better. Those do not necessarily happen at the same time; however, sometimes technology makes teaching easier without appreciably raising the bar for student learning. For example, making handouts available on the web instead of photocopying them for class sometimes improves the class while demanding greater attention and work from the instructor. Admittedly, because of the learning curve, using technology sometimes makes teaching both harder and slower! However, most well-conceived uses of technology end up improving both dimensions in the long run.

Just having new tools to play with, aside from the effects of the technology on content delivery, can often rejuvenate enthusiasm and motivation for the instructor and students. Examining images, looking through a microscope, working in groups, or actively discussing ideas and theories is often more interesting and engaging than a simple lecture. Incorporating new tools may also generate more concrete curricular innovation. Even if an instructor determines that a technology may not be useful within his or her course, the fact that the instructor took the time to critically analyze the course and the needs of students suggests that curriculum innovation may proceed regardless of which technologies are used. Of course, one technology can save a bad class by itself; technology can only enable improvement. Nor can technology accomplish every purpose served by the traditional education system, especially those involving face-to-face contact.

Approaching Technology and Learning

In identifying and using the right technology it would be no bold claim to assert that technology has always been a part of teaching. Every teacher is a technology user, even if his or her preferred technology was a textbook assigned for out-of-class reading. The real question, especially in a day when many new electronic technologies are available, should be “What technologies are most useful for this class?”

Not all classroom teachers need to rely on the chalkboard, although some probably ought to. And not all classes need a website or an electronic bulletin board, although many (especially large ones) could benefit. An instructor’s decision to use or forgo any particular technology depends on a number of factors, including these

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?)

At UCLA, however, we would at least say, “let instructors choose their technologies based on an informed awareness of the current options.”

With the advent of Email, the Internet, and the World Wide Web, in addition to more traditional technologies, such as slide projectors, overhead projectors, film projectors and TV/Video, TAs have a wide variety of technologies to choose from to enhance student learning. This wide array of technology has also introduced quite a bit of complexity into the various paths to learning goals, sometimes requiring more time and work from the instructor to make a given activity or strategy successful. Thus, technology is not something that should be blindly incorporated into teaching. Rather, TAs should approach technology carefully and with a critical towards its effectiveness in enhancing student learning. When incorporated well, 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.

The following five questions represent a good strategy for deciding whether a given technology serves as an effective means of enhancing student learning.

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 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:

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

Clearly the possibilities are endless for any given discipline. What combination of activities will you use in your lab, section, or course?

3. **What technologies are available?**

In working out Step Two, above, you may wish to incorporate various technologies. However, it is hard 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 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 somewhere they can access the Web and use the discussion board? Given such questions, a TA will need to stop and take an inventory of what is available to their class before they engage in particular technology.

4. **How does technology fit in with the goals and activities of my course?**

Technology may hinder student learning as easily as it helps. TAssh 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 improve recall or 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? By avoiding horizontal movements, TAs can focus their efforts on projects that enhance learning.

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

In order to ensure that the quality of their teaching improves, TAs should conduct an evaluation of the activity or course. This will help to ensure that their teaching skills, as well as the quality of undergraduate education, improve. How did things go? Did the technologies help students? Did students achieve your learning goals? What did students find difficult about your course? Was it a result of the technology or is it simply the case that the material is complicated and difficult? 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.

Of course, the proper preparation is the key to making successful use of technology. Whether you are showing a movie or giving a computer presentation, you need to make sure the tools and materials you plan to work with are properly prepared and are in working order. Does your laptop work? Will it hook up to the data projector? Do you know how to operate your TV and VCR? It is always possible that these tools will fail you at the last moment; therefore it is a good idea to have a back-up plan. Could you have students read and discuss a written article in place of watching a movie? Print out your presentation slides on overhead transparencies in case the computer or data projector fail. Clearly, successful preparation and a decent back-up plan take time.

**TECHNOLOGIES, PROGRAMS AND SERVICES**

**Electronic Mail (Email)**

E-mail can greatly expand students’ access to the instructor. If they cannot attend office hours, have a question over the weekend, or merely have a simple, straightforward question that does not require an elaborate answer, e-mail can be the ideal medium for instructor-student communication. It has been suggested that e-mail is also a much less intimidating means of communication for shy students. Particularly for faculty who do not give students their home phone number, e-mail can provide considerably greater access for students than merely holding two or three office hours per week. The “course e-mail address” is one of the vital pieces of information that should be included in a course syllabus. It is recommended that the course be assigned a separate e-mail address.

In doing this a address implies that instructors and teaching assistants will be regularly reading and responding to electronic mail.

E-mail 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. Instructors will want to make it very clear to students what type of correspondence should be sent to the course e-mail list (for example, all questions related to course content) and what is appropriate to send personally to the instructor. You can find more information on how to manage electronic communication on the TA Training website at www.oit.ucla.edu/tatp.

**Class Web Pages**

All UCLA instructors are encouraged to create or augment course pages 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.
- Previous exams 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 web sites that may be of interest to students in the course.
- The e-mail addresses for the course listserv, course instructor, and TAs for the course (it is recommended that these are course specific, for example, instrlib03 or TAlib03, rather than the personal e-mail 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 web site will provide more information: reserves.library.ucla.edu. More copyright information is available through a SIANME (Scholarship in a New Media Environment) Webcast at www.oit.ucla.edu/Webcast/Sianme/SIANME_031030.html.

Lecture outlines and handouts. Instructors are often concerned that if they give students too much detail, students will no longer come to lecture. On the other hand, 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 and how to think like a professional in the discipline. In addition, handouts from the class that give questions to think about during lecture are known to enhance learning by focusing thinking. Both these resources can be put on the class web page.

Guidelines for thinking critically about the web. The web can be an intimidating resource for students. For example, when an instructor puts a book on reserve in the library, a student has some sense that has been referred by the instructor or others in the field. However, in the case of the web, one of the most important aspects an instructor can model for students is how to think critically about the materials and resources found on web pages. A reference or worksheet that helps students “interrogate” a site can be invaluable in this regard. The library also offers training on critical thinking about information resources and a specialist can be scheduled to meet with a class to provide training on this and other topics such as writing a research paper. See www.library.ucla.edu for more information about these and other related library services.

**Comprehensive Web-based Tool Packages**

Some departments and divisions provide software for course web sites that bundle together many teaching support functions that include electronic conferencing, e-mail, posting of syllabi and course materials, and course management functions, such as on-line quizzes and on-line 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) use the "Class Web" package. The Humanities Division (see www.humnet.ucla.edu) and some departments in Life Sciences are implementing the "WebCI" package. Instructors whose departments have not yet implemented such software can achieve some of these functions using the course web site and electronic mail. It is important to consult with local 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 Powell Library. The Schedule of Classes (see www.registrar.ucla.edu/schedule) lists the locations of computer labs. UCLA students are also all given free e-mail, Internet access, and space for a web page. Students may purchase a suite of communication tools called Bruin Online, which includes electronic mail, a World Wide Web browser, and other software. 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 or may not have computer access at home. Moreover, there are often significant lines of students waiting to get into computer labs. In both the
course syllabus and on the first day of class, instructors should make their expectations clear regarding student access to and use of computers and the Internet.

In addition, instructors should anticipate that students will have vastly disparate knowledge of computer and Internet technology. This means that some instruction of this technology is likely to be necessary in any course that relies on it significantly, if learning is to be maximized. The College Library (see www.library.ucla.edu) offers introductory courses in Internet technology every quarter; instructors who will be using the Internet in their courses should alert students to the Library course schedule (or even require attendance at one or more of the courses), as well as provide additional instruction as appropriate.

My UCLA & My Gradebook
The amount of information on the web can be bewildering to students who may have a specific goal in mind (such, finding out when the mid-term is scheduled for a course) and may be under time pressure due to access constraints from home or a lab. The College website (visit the website: 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 information about student services, their academic progress, and so on. Using their “MyUCLA” page, each student can quickly link to the home page for each course in which they are enrolled. A guest login has been provided so that non-students may also view an example.

My UCLA now offers a new feature called My Gradebook that allows faculty and TAs to log course grades and undergraduates to track their progress in any given course.

Bruin Online
Bruin Online (BOL) is a collection of services that provides UCLA students, faculty and staff with remote dial-up and on-campus access to the campus backbone network and the Internet. Bruin Online Accounts include an Email address within the UCLA domain (anyname@ucla.edu), a 5 Megabyte Web Page account, access to the Web and other features of the Internet and free software. Visit www.bol.ucla.edu for more information about accounts and software.

Campus Computing Labs
There are many types of computing labs across campus. Some have Apple computers, others have PCs. Often these labs are open for drop-in hours so that students can work 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 computing labs spread across campus. You can visit CLICC at: www.clicc.ucla.edu for more information.

The Office of Instructional Development
The UCLA Office of Instructional Development (OID) at UCLA 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.

Teaching Assistant Training Program
The TA Training Program at UCLA helps TAs campus wide to become better teachers. We offer 3 major training programs and other resources to help TAs improve their teaching and advance their professional development. The Teaching Assistant Conference 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 to help TAs develop good teaching skills. Technology TA Seminars are quarter-long seminars designed to help TAs improve their teaching through the appropriate application of technology. We also offer the SPEAK Exam and information about pedagogy, tutorials, lisservs and other resources. www.oid.ucla.edu/tatp

OFFICE HOURS
The TA's office is an important extension of the classroom. The classroom is one of the few places where the protective shield of impersonality at the University can be broken. While every TA must have office hours, students are not required to come in during those times. Usually office hours are scheduled before the quarter begins and announced to the students during the first week. One alternative is to check with the students about convenient times before scheduling your office hours.

How do you get students to come to office hours? Let them know frequently that they are welcome. Invite them individually. A comment on a paper, such as “Please see me about this” brings about a good response. Stress the importance and value of office visits both to you and to your students. Most TAs deal with freshmen and sophomores who are not used to personal contact at the University. If the first few who come in have positive experiences, the word will spread. Some TAs find that posting the answers to a quiz or homework problems inside their office door 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 many students will come in and for many different reasons. You may find yourself helping a student with the material for the course you are TA-ing, with the logistics of a course that contains unfamiliar material, or with a personal problem. You should be aware of ways to facilitate a helpful tutorial or counseling session.
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.

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

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 the students if they actively request it, but your responsibility need not 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. It 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 and information that are needed. If you are tutoring a student in the material for your own course, there is nothing wrong with saying, “I don’t know, but I can find out for you.”

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 who can provide it. The section in this handbook devoted to The TA as Informal Advisor and Counselor has been compiled to serve as a referral list for you.

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 and not isolated or threatened.

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 on how much time you will spend helping an individual 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. 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

The quality of student writing is often far below acceptable standards. Many TAs try to ignore the problem by insisting that writing skills are not part of their assigned subject area. This attitude results in further problems for both TAs and their students. If you demand good writing, make your expectations known and offer help (or refer
students to tutorial services) to those who need it. Students will usually try to meet your demands so make your standards worth meeting.

Pat Caldwell, a professor of English at New Mexico State University, makes the following observations:

"Writing anxiety — simply, a fear of writing — is a concern of many TAs who have seen their students 'freeze' on an essay exam or agonize about writing a paper that they have thoroughly researched.

In the writing anxiety cycle, the anxious student has experienced previous unpleasant, stressful, and (in terms of grades) unrewarding writing experiences. Remembering these experiences, he practices 'writing avoidance' — he avoids any extracurricular writing, avoids writing classes, delays taking required composition courses, and chooses a major where he perceives little need for writing. However, when he finds himself in a position where writing is unavoidable, he faces 'cognitive disruption' — his sweaty palms, erratic breathing, and muscular tension break his concentration, and his confidence is shaken by memories of previous writing disasters or his uncertainty about what is expected of him. Since both 'avoidance' and 'disruption' are likely to affect the student's performance, each writing situation becomes a negative experience, which in turn reinforces the writer's anxieties.

In this self-perpetuating cycle, the TAs intervention is crucial. The TA can, either in individual conferences or in group paper-writing or exam-taking strategy sessions, counteract the students' tension by explaining how they can relax in the writing act. The TA can combat the students' cognitive disruption by urging them to control negative thoughts about their writing ability and by initiating positive writing experiences. In short, the TA can help to create a good environment for student writers — an environment in which they can learn to recreate for themselves.

One way the TA can give the students a positive writing experience is with some free-writing exercises — that is, non-evaluated writing. The TA can also make a special effort to clarify paper topics and expectations of exam responses, so that the students have a clear idea of what is being expected of them and the bases on which they will be evaluated. In the preparation of a long paper, the TA can provide the right kind of guidance for students. Too often students confront the huge assignment — the complete paper — rather than breaking down and carefully examining the writing process. How does one eat an elephant? The only answer — in small bites — is the solution most workable for anxious writers. If, therefore, students know the right steps to take in the right sequence, they will see the writing task as a series of manageable steps, not an impossible leap from blank paper to completed term paper. The TA can point the student toward this kind of sequencing.

Michael Moore, a lecturer for the UCLA Department of English, offers these suggestions:

"Before you make the first assignment, establish a clear policy concerning due dates and late papers. This may seem obvious, but especially if you are dealing with freshmen, point out that they are writing for an audience, and not merely for self-expression; that is, grades will be awarded purely on the basis of what is done on paper, not what is reputedly in their heads. Inform the students that they will profit from rereading all essays to make sure that they have covered the material thoroughly and presented it clearly. You, too, will profit. Also, explain plagiarism and specify the sort of documentation you require on take-home papers. This may prevent much tribulation later in the quarter.

Effective assignments possess two cardinal virtues: clarity and specificity. In large classes or exam situations especially, any ambiguity will be exploited, any conceivable wrong turn taken. Establish firm, detailed guidelines for both the content and format of the essays. There are two corollaries for take-home assignments: set aside class time to discuss assignments — encourage questions and answer them sympathetically; type all assignments, ditto-Xerox and distribute them, because oral assignments invite chaos.

Forty of my students, discussing their worst assignments ever, agreed unanimously that nothing provokes more disheartening, or more irritating, than a vague assignment. Accordingly, time spent clarifying an assignment ultimately saves time in two ways. It reduces the percentage of tangent-riding, superfluous and/or confusing prose you will be confronting; few tasks consume more time than hacking through a 'birdshot-and-kitchen sink' essay trying to locate correct answers in the verbal underbrush. Unequivocal assignments also save angry office hours spent justifying a "D" to the student who responded to your question on theories of mass extinction with five hundred words on the decline of Catholicism.

Make grading criteria explicit in advance. Few people like working in the dark. For that matter, not everyone likes working; many students periodically need to be informed that conscientiousness is worth their while. If you want well-organized essays, announce that you will take organization into account when grading. This may be the surest way of combating academic entropy. And when my students wrote about their worst writing experiences, they ranked murky grading standards up there with vague or misleading assignments as a major cause of dissatisfaction. The clearer the standards, the less student confusion and resentment, the fewer office hour showdowns. And most important, the better the papers."

The UCLA Writing Program's aim is to raise the level of students' writing throughout the campus. The Department's Composition Section offers the freshman sequence of courses (English A, 2, and 3), as well as several upper division courses in Practical and Academic Writing (see www.humnet.ucla.edu/humnet/wp/index.html for more information). You can also direct students' writing concerns to the Program's Intensive Writing sections.
attached to subject-matter classes. These sections are listed in the Schedule of Classes under both departmental listings and English.

In helping students individually with their writing problems, you may also refer them to the Composition Tutoring Lab. Designed primarily to support the basic composition courses (English A, 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. Tutors can help students get started on writing projects or prepare for essay exams, as well as with editing rough drafts or understanding the comments and corrections on returned papers. (For more specific information see the Student Academic Advising and Tutoring section of this handbook).

The WRite Project

The WRite program is a resource for TAs across all disciplines who teach writing. The WRite website offers five short teaching modules that provide short, clear lessons on some of the most common and fundamental writing problems we see at UCLA. It also provides a wealth of supplementary teaching materials that instructors may choose to teach as class lessons using overhead transparencies, pass out as handouts, or post to their own course websites. Please visit ucla.edu/write for more information.

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 on 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 them and classify them according to the categories of thought involved in answering them. You may find that most of them simply involve memory, and that with a few small changes you can produce questions that require 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. Some new TAs are quite anxious at the beginning to show that they have high standards. Others, who disdain the grade system, are quite lenient. Often, TAs, after acquiring some experience with grading, settle on a middle ground. Be careful of trying to force your value system on students as you grade their work. When you express your values, make it clear that you are doing just that and not explicating some ultimate truth. Remember that whatever grading standards you use, they are inevitably somewhat arbitrary, and to some extent reflect your values or those of the professor.

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 A's, B's, C's, D's, and F's 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 to 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 in consistently 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. However, for some, grades may not be the best or most informative form of feedback about student achievement. For these individuals, a letter grade does not necessarily indicate meaningful or valuable feedback.

No matter what method you use, some students invariably will complain about their grades. Take these students seriously, recalculate their scores or redo 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, 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).

Unhappy students at UCLA place considerable importance on their grades. Some TAs spend hours discussing grades with students. This occurs frequently in classes in which grades are based on essay exams. At times it seems that every student who receives a “D,” most of those who get “C’s,” and many of those who get “B’s” come in for their hour to argue that their essays deserved the next higher grade. I have even had students complain about “A’s.” Once I overheard a first quarter TA argue with a student for three hours over a “D” on a midterm. The main reason the student got the “D” was that my friend didn’t want to fail him. This student’s array of arguments—moral, statistical, and philosophical—was incredibly diversified. He felt that he only needed to find the right argument and he would stay all day until he did.

There are ways to reduce the frequency of such incidents. The key is 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, values that may be, and that they are given sufficient opportunity to get help.

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 reasons given for cheating result from the pressures 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.
An adversarial relationship between teacher and student 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. Do not give students the idea that you are a “security officer” who enjoys catching cheaters. During an exam, however, if you suspect that a student is cheating, simply note who he or she is 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. You should address the incident after the exam is over. Note that you should not let cheating get the best of you. 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 use correctly another person's ideas. Even when students struggle to learn a method of citation, they soon learn that an instructor’s 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? Is so, how much similarity may their be in the discussion 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 acceptable 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 as 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 Tutors. Tutoring on specific subjects is also available through College Tutors.

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 "niners" (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 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.

Dealing with Plagiarism and Cheating

When cheating does occur, it should be dealt with directly and swiftly. 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 is the best evidence. However, 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).

Incidents of cheating are difficult to prove and prosecute with out 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 and save them for submission to the Dean of Students' Office with the exam. ALWAYS allow the student to finish the exam, just in case your suspicions are in error.

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 the case. 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, or if the student is unavailable for inquiry, 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). 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.

Once a "DR" grade has been assigned, the case must be handled by the Dean of Students Office. The instructor should send a letter to the Dean of Students stating the facts of the case. The 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. Almost all of the many cheating cases reported annually are resolved when the student confesses with a Dean. 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 form 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 persons 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 up front and stick to them. Be clear and firm about the classroom climate you require. Although it may be difficult to remind students if they break your 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 they 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 their 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. The students seldom want one person to dominate anymore 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 wwwsaonet.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 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 may be helpful in working with special needs and other students, as well.

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 verbal; the use of a computer to write an exam; or the use of assistive aids, such as an electronic spellchecker 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.

Teaching Assistants 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 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 student's 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 auditory means may understand and remember the material more thoroughly if it were shown on a videotape, through a slide presentation, or a “hands-on” activity to supplement the lecture. Present material orally and in writing, as well as by using graphics, whenever possible.

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. They are usually unable to read from a board or to read standard sized print. Be sure and identify yourself when greeting a student with a visual impairment, and 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. This is so that 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 environment to allow a student with a visual impairment to learn the physical arrangement. Convey in spoken words whatever you put on the chalkboard. In addition, the student may request preferential seating.

Students with print impairments may have difficulty reading printed text and graphical material, or text and graphics on computer displays, due to blindness, low vision, learning disability, or mobility impairments. Accommodations 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.

Print Impairments

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. Keep this in mind, also, when planning site visits and field trips. 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. Students with mobility impairments may be accommodated by note taker service, 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, 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 and 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. 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, e-mail eip@oid.ucla.edu or 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 any other available techniques to monitor and evaluate their classroom teaching progress and performance. One alternative is for the TA to conduct informal midterm evaluations. A number of different outlines are available from OID’s TA Training Program. The two great advantages to this method are the ability to focus on specific problems and the immediate response obtained.

TAs can distribute their own midterm feedback questionnaires to students anytime during the quarter but should do so preferably in the fourth or fifth week of classes. If forms 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. The 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 make immediate changes in your teaching behavior.

Read the returned forms carefully. There are always malcontents who will criticize anything possible, and their comments can be safely put aside. More important problems can be identified from consistent and carefully worded comments coming from several students. General trends in the responses often reveal specific teaching behaviors that need to be re-evaluated. It may help to discuss these items with the class to indicate your awareness of the problem and to determine if a consensus can be reached.

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 usually is 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.
Preliminary Conference (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.

Observation Period

The observer should at least take written notes. The use of audio or videotape recording is encouraged, as it provides a good anchoring point for feedback. If used, this kind of equipment needs to be set up in advance. Contact OID's TA Training Program at 310-206-2622 to arrange videotaping. Also, the TA should announce to students that his or her purpose is to monitor the TA and not the students. 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.

Immediate Feedback (after class)

The instructor and observer should talk briefly immediately after the class. This exchange of impression 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 an 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 and non-defensiveness are essential. For example, the observer should be sensitive to the effects of the feedback on the instructor. Feedback provided in a caring, objective manner is easier to accept. Conversely, the TA should try to be open to hearing the feedback. It is sometimes hard to remember, but the feedback refers only to a specific display of a certain skill and not to one's value as a person.

A final technique, and perhaps the most valuable, is to have your class videotaped. The TA Training Program provides free taping services up to a certain limit per TA. Contact OID's TA Training Program at 310-206-2622 to arrange videotaping. Reservations must be made in advance so that equipment and operators can be properly scheduled. Videotaping, although initially a somewhat frightening prospect, can provide valuable information about verbal and nonverbal behaviors. Playback facilities are available in several locations on campus to allow the TA to review the tape, either privately with a self-evaluation form available from the TA Training Program, or in conference with a TA Consultant. No other use or showing of the tape may be made without the TA's written permission.

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. Time is in fixed supply. For example, it can't be saved or manufactured. Therefore, 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 some 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 spent 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 spent in these categories. As the day progresses, keep track and don't try to recall your activities only at the end of the day. Even under the best circumstances, time-logs will not be highly accurate, but they do show major trends in how time is used. If there are discrepancies between your actual day and an idealized day, then problems can be identified.

If you already know how your time is spent, or if the idea of analyzing your time using a time-log is just too depressing to consider, the next stage in managing time will still be helpful. Planning is the key issue here. Planning, goal setting, or prioritizing is crucial to managing your time. 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 secondary concern, to 3) having low value and probably being one 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 those 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 with out over-scheduling and frustrating yourself, so make certain that you use well 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 listed. Try to analyze why you procrastinate. 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 in changing behavior. 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 rating. This is useful for graduate students who are on the academic job market. However teaching portfolios can be useful for those seeking other types of jobs as well because they can 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 390 Powell, (310) 206-2622, ta@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? I don’t use it for several quarters or even years?” The reason is that the process of compiling materials for your teaching portfolio takes time. The kinds of materials that TA’s 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 philosophy and analysis of what is included in evidence about teaching style, strengths, and weaknesses.

Clearly, many of these items must be gathered as time progresses, since it’s nearly impossible to capture them all immediately after a course is over. Further, 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 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 gathering 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 your 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 involved in the class. Don’t tell them something when you can ask them. But don’t get in the habit of asking rhetorical questions. When you ask questions, give the students time to try 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 down 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 how you want them to react, so that you will be able to tell when you are being successful. Students will 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? Accept the students and realize that your goal is to help them learn, starting from where they are coming from.
Teaching Resources at UCLA

As a TA at UCLA there are many resources on campus 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 390 Powell Library (310-206-2622, tapt@aid.ucla.edu, www.aid.ucla.edu/tapt), 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

Each fall quarter, before classes begin, UCLA holds a one-day Campuswide TA Conference. 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 TAs. The conference begins with a general session designed to introduce graduate students to teaching at UCLA. Workshop sessions conducted by experienced TAs from across campus are offered starting late morning through the afternoon.

The Campuswide TA Conference is the one event that brings teaching assistants from all over campus together for a day of pedagogical training, philosophical reflection, and social interaction. Each spring the conference organizers select TAs from across the campus to help develop and lead workshops for the conference. Stipends are awarded 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 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 tapt@aid.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 a series of planning seminars in the fall quarter conducted by the Campuswide TA Training Program Coordinator. These seminars are designed to assist the TACs in developing content for their TA training courses, developing skills in peer evaluation and consulting, effective use of TA videotaping and review, and provide interaction with TACs in other departments.

In 2004-2005, the TA Training Program syllabus has changed to include some basic technology such as designing a class webpage, using the MyUCLA Gradebook, and Information Literacy.

If you are interested in becoming a TAC you should 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 contact OID’s TA Training Program at 310-206-2622 or tata@oid.ucla.edu.

**Technology TA Consultants**

Several departments participate in the Technology TA Consultant program. The goal of the 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 courses within their departments that focus on identifying and employing technological solutions to teaching problems. This assistance is delivered in large part to the TTACs through a training seminar on fall quarter that guides them in developing department-specific seminars. The central training seminar is restricted to TTACs and TTACs. The department-specific seminars are then offered in winter or spring quarter and are led by the TTACs. The department-specific seminars are open to any graduate student or faculty member who is interested in teaching with technology. For more information, contact the Campuswide Technology TA Consultant at techta@oid.ucla.edu or 310-794-5117.

**TA Videotaping Services**

The TA Training Program provides free videotaping and feedback services to individual TAs, as well as to departmental programs. The service includes videotaping a class, playback, and evaluation/feedback, as requested. Training sessions for TACs on the use of equipment and the constructive evaluation of videotapes are conducted in the fall quarter. TAs who wish to tape one of their class sessions are encouraged to make arrangements through their TACs. At least one week’s notice is normally required for scheduling. If your department does not have a TAC, contact the TA Training Program at tata@oid.ucla.edu or 310-206-2622.

TAs can review their tapes either privately at one of several facilities on campus or together with a TA Consultant or faculty advisor. No other use or showing of the tape may be made without the TAs written permission.

TAs who have used this service 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 videotape for the improvement of teaching skills and may obtain further information on its use from the TA Training Program. Campus locations for video playback include:

- Instructional Media Laboratory, 270 Powell Library
- Instructional Media Library, 46 Powell Library
- Biomedical Library, 12-077 CHS, 2nd Stack level

**The TSE/TOP Exam Requirement for International TAs**

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 to be accomplished by one of two methods: passing the Test of Oral Proficiency (TOP), administered at UCLA, or achieving a score of 45 or higher on the Test of Spoken English (TSE), administered by Educational Testing Services (ETS) at TOEFL centers throughout the world. Scores from either exam are acceptable at UCLA for the 2004-2005 academic year. U.S. Citizens are exempted from the 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 is feasible. 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 7.0 is needed in order to be eligible for a TAship at UCLA. If you receive a score between 6.0 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 39a, ESL 39b, ESL 39c, ESL 38, and ESL 108. If you score 6.0 or below, you will not be eligible for a teaching assistant position until you achieve a passing score. You may take the exam once per academic quarter, in during summer when the exam is offered in September. After two tries, test takers will be responsible for paying a $50 fee per exam.

For TOP available dates and times, and to register online, please consult the TOP website at www.oid.ucla.edu/TOP.htm. Information about the exam, including streaming video of a sample exam, is available there as well. If you have taken the TSE rather than the TOP and would like to use this score to fulfill the TOP requirement, please send a photocopy of the official score as reported from ETS and in your home and hiring departments and UCLA student identification number to the Office of Instructional Development, TATP, 390 Powell Library, UCLA, Los Angeles, CA 90095-6004.
If you have any questions about the rating or administration of the TOP, please contact the TOP coordinator office at 390 Powell Library, 310-825-3106, www.oit.ucla.edu/TOP/index.html, top@oit.ucla.edu.

TA Mini-Grants for Instructional Improvement

Mini-grants provide you 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 improvement of existing undergraduate courses are available to teaching assistants through the Office of Instructional Development and the campus 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.oit.ucla.edu/Grants/minig.htm for details concerning the appropriate use of mini-grants.

Ordinarily, 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 Coordinator 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.oit.ucla.edu/Grants/minig.html, minigmt@ucla.edu. An application for a TA mini-grant is included on page 91.

Evaluation of Instruction Program (EIP)

Located at 55 Dodd Hall (310-825-6939), 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. Standard, TA, and customizable forms, which departments can tailor to their specific needs, are available. The Evaluation of Instruction Program distributes more than 260,000 forms annually to 65 academic departments across campus. EIP also advises and assists departments and instructors on other types of evaluation, such as senior and alumni surveys and group interviews. OID staff are also available for consultation with departments and individual faculty concerning teaching problems. For more information, contact OID at 310-825-9149. A test scoring system that provides scoring and an analysis of multiple-choice tests is available for limited use. Please call the Evaluation of Instruction Program Office at 310-825-6939; www.oit.ucla.edu/eip or eip@oit.ucla.edu for information about this service.

Instructional Media Production (IMP)

Located at 62-073 CHS (310-825-7771, www.oit.ucla.edu/imp, impoid@ucla.edu), the Instructional Media Production unit designs and produces instructional media material in all formats, such as videotapes, slide/tape presentations, computer-generated slides and graphics, and interactive multimedia projects.

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.oit.ucla.edu/tec or write to tec@oit.ucla.edu.

Audio/Visual Services (AVS)

Located at B-125 Campbell Hall (310-206-6591, avs@ucla.edu, www.oit.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. to 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

35 mm Slide and Overhead Transparency projection

VHS 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.oit.ucla.edu/avs. Written confirmation of an order will be provided via fax or e-mail. 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 recharger or fee basis and require a Financial Services Department Code and Charge Account ID.

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
  Latviller Microphones
  35 mm 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, 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 Library (IML). Because of UCs Copyright policy, AVS cannot playback any media that has not been authorized by the Instructional Media Library. To order media, or for authorization, please call IML 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 Library at 310-825-0755.

Instructional Media Library
Located at 46 Powell Library (310-825-0755, www.oid.ucla.edu/ilmib, imlib@ucla.edu), the Instructional Media Library is UCLA’s central resource for the collection and maintenance of education and instructional media. The library 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 6,000 titles may be searched on ORION from any library on campus. Reference books and catalogs from educational and feature film distributors are available. The library staff will assist you in researching films and videos on any subject, and can arrange rentals from outside sources. The library 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
The Media Lab located at 270 Powell Library (310-206-1211, www.oid.ucla.edu/ilmab, medialab@ucla.edu) provides access to course-related materials, or 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 Media Lab 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 Orion, must be reserved in advance through the Instructional Media Library (IML) 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 IML 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 Media Lab manager.

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.

PHOTOGRAPHIC SERVICES

Photography
Located at 62-073 Center for Health Sciences (310-825-7725, www.uclaphoto.ucla.edu, photo@ucla.edu), Photographic Services offers both standard and specialized scientific photographic services for instructional and research needs. Services include:

Photographic consultation on technical procedures

Photomicrography, macro-photography, and scientific photography

Computer enhancement of radiographs and photomicrographs

Black and white, diazo, and color slide reproductions from camera-ready originals or book copy

Ektachrome slide processing on a one-day delivery basis
Preoperative, operative, and postoperative surgical photography

Patient documentation

Poster printing

CD-Rom duplication

Portraits, passports, and tabletop illustrations

Public relations assignments, location shootings and research and laboratory services

Slide duplication

High quality black and white and color print production

All services are offered on a recharge basis through University Recharge Order Request (ROR) forms, Sundry Debtor billing, cash or checks. Services are also available to the general campus population.

Graphic Services
Located at 62-073 Center for the Health Sciences (310-825-7725, www.uclaphoto.ucla.edu), Graphic Services, uses a comprehensive computerized graphics system, prepares a variety of technical and medical illustrations, charts and graphs, color or black and white, exhibit and poster displays, and high-resolution 35 mm presentation slides. Consultation on exhibit presentation and design assistance is also offered.

All services are offered on a recharge basis through University Recharge Order Request (ROR) forms, Sundry Debtor billing, cash or checks. Services are also available to the general campus population.

Digital Imaging Services
Digital Imaging Services located at 62-073 Center for the Health Sciences (310-825-7725, www.uclaphoto.ucla.edu, imaging@ucla.edu), offers digital capture and production services to the Photographic and Graphic Services unit. Available to all members of the UCLA community, these fee-based services include the following.

Input.
Slides, photographs, negatives, transparencies, x-rays, and documents (up to 8.5 x 14 in size) can be digitized at a range of color and detail to meet the highest detail infor-
mation requirements currently available. In addition, you can also send files to via the Campus backbone or on removable storage media (ZIP drive, and JAZ drive).

**Editing.**
Using image manipulation software, cropping, reducing, and enlarging of images can be conducted. Images can be repaired, composited, labeled, or otherwise edited. Contrast and color can be changed, enhanced and corrected for optimum publication quality.

**Output.**
The results of the scan and editing can be delivered to you in one or more formats:

- Electronic file via email or FTP server.
- Digital removable storage (Floppy, SyQuest, ZIP disk, CD-Rom or PhotoCD, or JAZ).
- High quality black and white or color slides or prints.

There are a number of items to think about before undertaking a sizable digitization project. For example, you may want to test your choices on a few representative originals as a first step. The staff at Digital Imaging Services is able to discuss these choices with you and show you examples of input and output possibilities.

**UCLA LIBRARIES**
The UCLA Library system is ranked among the country's best academic libraries. It consists of the Charles E. Young Research Library, the College Library, and 11 subject libraries. Collectively they contain more than 7.1 million volumes, including government publications, pamphlets, manuscripts, maps, microforms, music scores, recordings, photographs, and slides, and CD-ROMs. The libraries regularly receive over 90,000 serial publications, and also provide access to numerous electronic resources. For more information consult the library website at www.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 is 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 resources when planning an assignment that includes library research.

College library features an instructional computing commons (CLICC), electronic classrooms, group study rooms, wired tables and carrels with plug-in connections to the campus backbone, and an extended hours reading room. The College Library has a collection of 175,000 books and 750 periodical subscriptions, specifically selected to meet the needs of undergraduates and faculty teaching needs. Materials can be reserved for classes: audio cassettes, lecture notes, past examinations, and Academic Publishing Service (APS) readings are available for loan.

If planning to use a specialized library or if the class is large, it is a good idea to consult with library staff beforehand. The names and telephone numbers of contacts in each library unit are listed under "Classroom Support for UCLA Faculty and TAs" on the library web page at www.library.ucla.edu/support/classroom.html.

**Specialized Services**
Listed below are a number of services that can be used to facilitate students' library use, and that may be helpful in conducting research as well.

**Orientation Tours**
Each fall most UCLA libraries schedule tours that provide a general introduction to library services. TAs should encourage students to take such tours.

**Library Assignments/Research Projects**
Librarians are available to work in developing projects and library-based class assignments that promote research and the use of library resources and to offer suggestions for implementing them. The objective is to make sure the library has sufficient resources to meet the goals of the assignment and to advise on the need for special instruction for the class. Advanced consultation is particularly important for large classes.

**Library Instruction**
With advance notice, librarians can make presentations to classes. The instruction is designed to improve students' effective use of unfamiliar as well as specialized library resources, and can be tailored to the assignment.

**Reserves/Electronic Reserves**
It is important to put required readings on reserve for limited loan periods, especially for large classes over 45 students, in order to provide as equal access as possible to classroom materials. When reserves lists are submitted in advance, they can be processed on a first-come, first-served basis. The College Library has electronic reserves with lists accessible at computers in the library and through remote access from the dorms. TAs should be in contact with Circulation/Reserve staff regarding how to take full
advantage of online reserve services. For more details, see "Reserve Services" on the Library Web page at www.library.ucla.edu/reserves/index.html.

UCLA Library Catalog
The UCLA Library Catalog, accessible at catalog.library.ucla.edu, has up-to-the-minute information about materials in the UCLA Library and other campus collections. Other collections accessible through the catalog are the Film and Television Archive and the Ethnomusicology Archive. Several online self-service circulation options allow library users to view their own borrowing records, renew items or put holds on items in circulation; place orders on the library's fee-based document and book delivery service; and page items from the Southern Regional Library Facility, which houses lower-use materials. For a full description and instructions on how to use library self-services and an update on when they will become available, consult the Library Web page at www.library.ucla.edu/services/index.html.

California Digital Library
The California Digital Library (CDL), accessible at www.cdlib.org, is a library for the entire University of California system. A collaborative effort of the ten UC campuses, it is responsible for the design, creation, and implementation of systems that support the shared collections of the virtual library of California. A major component of the CDL is the University of California's MELVYL System, which provides access to important information resources, including more than 25 periodical article databases covering all disciplines, some of which include abstracts and/or full text of cited articles. The MELVYL System is available via the Internet at www.melvyl.cdlib.org.

College Library Instructional Computing Commons
The College Library Instructional Computing Commons (CLICC) was developed as a collaborative effort between the Academic Technology Services, Humanities Computing, Social Sciences Computing, the Office of Instructional Development and the Library. CLICC combines common and multi-discipline instructional computing in one venue, bringing together the diverse expertise of both central organizations and the local instructional centers. CLICC is located on the first floor of Powell Library. For more information about services and hours, visit the CLICC lab at www.clicc.ucla.edu.

MELVYL Online Catalog
The MELVYL online (melvyl.cdlib.org) catalog lists books cataloged by the libraries on the ten UC campuses, the California State Library (CSL), and the Center for Research Libraries (CRL). It also contains records for periodical titles held at UC and the California State University campuses, Stanford University, the University of Southern California, the Getty Center for the History of Art and Humanities, the California Academy of Sciences, CSL, and CRL. The MELVYL catalog does not contain complete information on UCLA holdings such as records for materials in process or on order, up-to-the-minute holdings for UCLA serials, or circulation status of materials. Consult ORION2 or a reference librarian for materials or information not found in the MELVYL catalog.

Other Computer Database Searching
CD-ROM (Compact Disc Read-Only-Memory) versions of some library resources, such as the MLA Bibliography and Psychological Abstracts, are available for use in various UCLA libraries.

Online Computer Searches
Several UCLA libraries perform in-depth database searches on a cost-recovery basis. In some cases, it may be necessary to make an appointment with the librarian and be present when the librarian conducts the search. Charges vary depending on the databases used and the quantity of material retrieved. Some departments provide subsidies for database searches.

CAMPUS PUBLICATIONS
The following is a list of publications that may be of use to TAs. It 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/academic/apm)

Administrative Policies and Procedures Manual
(Office of the Administrative Vice Chancellor, 2211 Murphy Hall, www.adminvc.ucla.edu/appm)

Contract with SAGE
(http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html)

Graduate Advisor's Manual
(your department)

Graduate Student Support Resources
(Fellowship and Assistantship Section of the Graduate Division, 1228 Murphy Hall, web: www.gdnet.ucla.edu)

Handbook for Faculty Members of the University of California
(your department, www.apo.ucla.edu/facultyhandbook)
Manual of the Los Angeles Division of the Academic Senate  
(Academic Senate Executive Office, 3125 Murphy Hall,  
web: wwwsenate.uda.edu)

The Teacher's Guide  
(wwwoid.uda.edu/teach your department or Office of  
Instructional Development)

UCLA Community Directory  
(Students' Store, Ackerman Union,  
web: wwwadvocacy.uda.edu/communitydirectory)

UCLA General Catalog  
(Students' Store, Ackerman Union, web:  
www.registrar.uda.edu/catalog)

UCLA Library Guide  
(University Research Library or College Library,  
www.library.uda.edu/libraries)

BOOKS

A small but varied bibliography is provided here. If you  
want ideas for further reading, the TA Training Program or  
your faculty advisor can provide other sources.

John Andrews (editor)  
Strengthening the Teaching Assistant Faculty  
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.

Joseph Axlerod  
The University Teacher as Artist  
San Francisco: Jossey-Bass, 1973  
A detailed study of the dynamics of the college and university  
class where it is possible to see the effects on student  
learning of what a teacher does or does not do. The book is  
rich in anecdotes and examples.

Barbara Gross Davis  
Tools for Teaching  
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.

Kenneth Eble  
The Craft of Teaching: A Guide to Mastering the  
Professor's Art, 2nd Edition.  
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.

Kenneth Eble  
Improving Teaching Styles  
San Francisco: Jossey-Bass, 1980  
A nice compilation of articles and essays which discuss the  
acquisition and modification of distinctive teaching  
"styles".

Stanford C. Eriksen  
Motivation for Learning  
Ann Arbor: University of Michigan Press, 1974  
Especially helpful guide for the "apprentice teacher".  
Stresses the student as an individual and develops a theory  
of the learner.

L. Dee Fink  
The First Year of College Teaching  
San Francisco: Jossey-Bass, 1984  
An empirical study of beginning college teachers and the  
problems they encountered. Various types of training and  
experiences prepared the new teachers for college teaching,  
but not all types were of equal value.

Barbara Schneider Fuhmann and Anthony F. Grasha  
A Practical Handbook for College Teachers  
A comprehensive and well-structured book which surveys  
the history of American teaching, examines the implications  
for learning of the major theorists on human behavior, and  
offers some very practical suggestions for instruction.

Margaret Morganroth Gulléte  
The Art and Craft of Teaching  
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.

Diana F. Halpern and Associates  
Changing College Classrooms  
San Francisco: Jossey-Bass, 1994  
This book combines a range of promising instructional  
strategies with helpful guidelines for assessing the effecti- 
iveness of instruction. It will help faculty and administra-
tors 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.

Barry Heermann
Teaching and Learning with Computers
San Francisco: Jossey-Bass, 1988
An examination of the issues surrounding the use of computers in college instruction, including a balanced look at how computers can enhance or undermine educational goals. Heermann suggests using computers as a supplement, a resource, and a tool, giving many examples already in use, and evaluates specific commercial software by name.

William Fawcett Hill
William Fawcett Hill’s Learning Through Discussion
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.

Richard A. Lanham
Revising Prose
New York: Charles Scribner’s Sons, 1979
This book offers an approach to the writing and revision of prose especially helpful for TAs who must evaluate students’ papers.

Wilben J. McKeachie
Teaching Tips, 10th Edition
A “classic” guidebook for the beginning college teacher. Sound advice is offered and supported with solid research evidence.

John F. Noonan (Editor)
Learning about Teaching
San Francisco: Jossey-Bass, 1980
The articles in this edited book focus on the ways by which those who wish to improve their teaching might do so despite a lack of support from their institution.

W. James Popham and Eva L. Baker
Systematic Instruction
This book advocates a systematic approach to instructional decision-making and is designed for those who wish to learn about the nature of instruction. The text can be used by those preparing for teaching at all levels.

David Schoem, Linda Frankel, Ximena Zuniga, and Edith A. Lewis (Editors)
Multicultural Teaching in the University
Westport, Connecticut: 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.

Gary Althen
Manual for Foreign Teaching Assistants
Iowa City, Iowa: The University of Iowa, 1988
This manual addresses three main questions: What is expected of teaching assistants? What aspects of the U.S. higher education system are challenging to foreign TAs? Where can TAs get help?

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. They are designed to help TAs improve their teaching skills, and cover a range of educational and discipline areas. Included in these titles are the Mastery Series, consisting of 20 tapes produced at UCLA, and the Derek Bok Center for Teaching and Learning Series, consisting of five tapes produced at Harvard. The most complete and up-to-date listing of the Instructional Media Library collection can be searched at mediac2.oid.uda.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 on verbal and 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. Benn 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 video. 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 (18-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 over forty Harvard undergraduates, which included 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.
Field Geophysics
(50-minute video)

Although recorded for the purpose of demonstrating the use of field equipment in Geophysics, this videotape also presents an image of “every field trip.” Equipment failures, broken tools, poor weather, etc., are all overcome by the adaptability of the two faculty members to changing conditions. Their successes in fieldwork, and their reasons for choosing to conduct a field trip, are well documented.

First Day of French Class
Tape I (55 minutes)
Tape II (50 minutes)

These tapes show an experienced teacher conducting the first two classes meetings of a foreign language class (French). Madame Hamel uses an immersion approach to language (no English is used) and demonstrates excellent direction and interaction methods.

Great Scientists Speak Again
(Each tape is approximately 30 minutes)

Richard Eakins, at Berkeley, demonstrates an unusual teaching style wherein he assumes the personality and costume of a “great scientist” and speaks in the first person of theories in their developmental stage. This is an older series (1973) but of great interest. Eakins demonstrates a strong visual presence in his use of maps, diagrams, blackboards, props, etc. UCLA has “Charles Darwin,” “Gregor Mendel”, “Louis Pasteur”, and “William Harvey” in this series, and Berkeley can provide “Hans Spemann” and “William Beaumont.”

Mastery Teaching Series
(Each tape is 15 minutes)

These videotapes were developed on campus specifically for the use of TAs. Seven teaching assistants were trained by Dr. Madeline Hunter in basic principles of learning. The videotapes show these principles as applied in actual university classes. Although organized as a series, the videotapes may be used individually or in almost any sequence. They are available in the Powell Library Audio visual Room (290) for individuals, or from the Instructional Media Library (46 Powell Library) for class use. The following content is included:

Tape 1: Decisions in Teaching

All teaching decisions fall into three categories: 1) content—what is to be taught; 2) behavior of the learner: what he or she will do to learn and to demonstrate that learning; and 3) behavior of the teacher: what the teacher will do to increase the probability of learning. Dr. Hunter introduces psychological principles that guide teachers in making these decisions.

Tape 2: Increasing Their Motivation, Part 1

Three factors affecting motivation (level of concern, feeling tone and success) are described.

Tape 3: Increasing Their Motivation, Part 2

Three additional classroom factors that increase motivation (interest, knowledge of results, intrinsic-extrinsic) are described and then illustrated in classroom episodes.

Tape 4: Getting Them Set to Learn

Techniques for increasing students’ successful accomplishment include developing an anticipatory set, a mental set for the ensuing learning, then letting students know the objectives of today’s class and why it is important to them.

Tape 5: Providing Information

Information can be provided by lecture, media, or direct experience. A lecture or “telling” becomes more effective when that lecture incorporates important “information-giving” principles.

Tape 6: Teaching to Both Halves of the Brain

Recent brain research is translated into four principles to guide effective board use. Instructors’ use of the board before and after they, had learned these principles provides evidence of the effectiveness of these principles in teaching.

Tape 7: Modeling What You Mean

The power of the model, something the student can perceive in the classroom, depends on whether that model possesses important characteristics. Those characteristics are described and their use is demonstrated in diverse content areas.

Tape 8: Making Material Meaningful

When it is not possible for a student to perceive a model in the classroom, examples are effective, providing they reach into students’ past experience. Characteristics of examples that promote this transfer of past knowledge to present learning are described.
**Tape 9: Checking Their Understanding**

This tape introduces effective techniques for checking students' understanding without a lot of paper correcting. Using these techniques also ensures that instructors do not move on, unaware that material is not understood.

**Tape 10: Practice Doesn’t Make Perfect**

For practice to be effective in improving performance, four critical questions must be asked and answered when the teacher is designing that practice. Those four questions are asked and research-based answers are identified.

**Tape 11: Guiding Their Initial Practice**

Mistakes at the beginning of learning are more permanent than mistakes made later on. Consequently, it is important in any type of learning that students' initial attempts be guided, monitored and, if necessary, corrected so confusion and mistakes don’t "set". Techniques for guiding initial practice are described, then illustrated, in classroom episodes.

**Tape 12: Extending Their Thinking**

Techniques for dictating Bloom's six levels of cognition are described and illustrated in classroom episodes. The incremental nature of such thinking is stressed so comprehension becomes the launching pad for problem-solving and creativity.

**Tape 13: Dignifying Errors to Promote Learning**

In our society, making an error is a "put down". Students may avoid participating for fear of being wrong. This tape demonstrates ways of dealing with an error so that the student learns the correct response but maintains dignity.

**Tape 14: Using Time to Achieve More Learning**

Time is the "coin" of teaching— that is, what teachers have to "spend" to "buy" learning. This tape identifies ways to use transition times, which otherwise would be wasted, to increase students' learning and remembering.

**Tape 15: Teaching So They Remember**

This tape introduces and then illustrates factors that promote retention of material (meaning, feeling tone, degree of original learning, practice schedule, and transfer).

**Tape 16: Teaching For Transfer**

Transfer is the "heart and core" of all problem-solving, decision-making, and creativity. In addition, transfer dramatically shortens the time necessary for new learning. Four classroom elements that promote transfer are introduced, then illustrated, in classroom episodes.

**Tape 17: Putting It All Together: Science**

A 50-minute biology lesson has been condensed into 15 minutes to illustrate the classroom effectiveness of principles of learning that are described in this series. During the teaching, voice-over annotation guides the viewer's recognition of learning principles.

**Tape 18: Putting It All Together: Physical Education**

The universality of the principles introduced in this series is demonstrated in a dance class. A 50-minute instructional period has been condensed into 15 minutes. During the teaching, voice-over annotation guides the viewer's recognition of learning principles.

**Tape 19: Putting It All Together: Written Language**

A 50-minute lesson in grammar has been condensed into 15 minutes to illustrate the effectiveness of principles of learning applied to writing and punctuation. During the teaching, voice-over annotation guides the viewer's recognition of principles of learning.

**Tape 20: Putting It All Together: Literature**

A 50-minute lesson in literature has been condensed into 15 minutes to illustrate a teacher's use of learning principles. During the teaching, voice-over annotation guides the viewer's recognition of learning principles.

**Promoting Student Success in Chemistry**

(18-minute video)

Karen C. Timberlake, Visiting Professor in Chemistry at UCLA, discusses strategies for making freshman chemistry a more hospitable experience. The Timberlake method advocates an active, student-centered learning environment, and features interactive lectures, peer presentations, and study teams. These strategies lead to a more cooperative and less competitive atmosphere. Students comment on the success of these methods and strategies.
Distinguished Teaching Assistant Award Winners

General Information about the Distinguished Teaching Award Program can be found at http://senate.ucla.edu/awards/DTAProgramDescription.htm.

1975
Catherine Edwards, Political Science
Wayne Evans, Chemistry and Biochemistry
Sydney M. Hanigan, Bacteriology
Gregory Lanstrum, Biology
Edward F. Stoddard, Geology
Judith Susilo, Dance

1976
Chris Cagan, Mathematics
Hsi-Chao Chow, Chemistry and Biochemistry
Michele La Rusch, Philosophy
Larry L. Loehé, Geography
Gloria Switze, 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 Riskey, Mechanics and Structural Engineering
Lynn Vogel, Spanish and Portuguese

1978
Joseph 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 Ham, Biology
Mel Raab, Mechanics and Structural Engineering

1980
Ellen Caldwell, English
Richard Janda, Linguistics
Susan Kennedy, Dance
Randall Moore, Biology
Debra Watanuki, Kinesiology

1981
Rachel Cohen, Philosophy
Anneliese Gerl, Germanic Languages
Patricia Gilmore-Jaffe, English
Alissa Schulweis, History
Lorraine Tiffany, Kinesiology

1982
Cheryl Bolin, English
Andres Durstenfeld, Biology
Gary Mar, Philosophy
Dorothy Phillips, Kinesiology
Nancy Saso, Oriental Languages

1983
Constance Cooney, English (Independent Ph. D.)
Michael Frazer, Mathematics
Stuart Rugg, Kinesiology
Holly Thomas, Philosophy
Judith Ann Verbeke, Biology
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1998
Shana Bass, Political Science
Matthew Carlton, Mathematics
Zoran Galić, 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 Tanillo, Chemistry & Biochemistry

2001
Caryl Lee Benna, Spanish & Portuguese
Ronald Den Otter, Political Science
Thomas Dubois, History
Nancy Llewellyn, Classics
Andrew Sargent, English

2002
Robert Gideon, Sociology
La’tonya Rease Miles, English
Margaret Scharle, Philosophy
Emma Sciolli, Classics
Christina Yamanka, History

2003
Gordon Haramaki, Musicology
Bryan Lockett, Classics
Ramela Grigorian, Art History
Theresa Romens-Woerpel, Geography
Louis deRosset, Philosophy

2004
Anthony Frisda, Freshman Cluster Program
David Sanson, Philosophy
Indre Vida Viskontas, Psychology
Kdly Suk Yong Yi-Kang, Spanish and Portuguese
Jerome-Ieronymos Zoidakis, Chemistry and Biochemistry
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. See also Article 12 in the contract.

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 310-794-8797, the Red Cross at 310-445-9900, or the Office of Environment Health and Safety at 310-825-5689.

EMERGENCY AND INFORMATION NUMBERS

UCIA Emergency Phone Number
911

Emergency Information Hotline
800/900-UCLA

UCIA Emergency Medical Center (24 hours)
310-825-2111

LA Rape and Battery Hotline (24 hours)
1-800-656-HOPE

UCIA CSO Escort Service (dusk to 1 a.m.)
310-794-WALK

UCIA Information
310-825-4321

UCIA Police Department (24 hours)
310-825-1491

Lost and Found
310-825-1227

UCIA Rape Prevention Education Program
310-206-8240

Center for Women & Men (Mon. to Fri. 8 a.m. - 5 p.m.)
310-825-3945

SAGE/UAW Local 2865
310-208-2429