



TEMPLE UNIVERSITY TEACHING AND LEARNING CENTER TA HANDBOOK

While this TA handbook is designed especially for new TAs, it includes information that can be helpful to both new and experienced TAs, as well as graduate students with adjunct appointments. An overview of the topics covered in the TA handbook is outlined below:

Section 1 - Introduction:

- a. TAs - what they contribute, and what they can gain
- b. TA roles and responsibilities
- c. The Temple community
 - i. Values and mission of the University
 - ii. Who are Temple students?

Section 2 - Preparing to Teach:

- a. Administrative tasks
- b. Creating a syllabus
- c. Course design
 - i. Step 1 – Situational Factors
 - ii. Step 2 – Learning Goals
 - iii. Step 3 and Step 4 (Step 3: methods for assessment and feedback; Step 4: teaching/learning activities)
 - iv. Principles of good course design

Section 3 - Surviving Week One:

- a. Before Your First Day
- b. On Your First Day
- c. Smoothing Out the “First Week Kinks”

Section 4 - Assessment and Feedback:

- a. Formative and Summative Assessment of Student Learning
- b. Rubrics
- c. Providing Effective Feedback on Student Papers

Section 5 - Effective Teaching Methods:

- a. Promoting Active Learning
- b. Effective Lecturing
- c. Discussion Methods
- d. Collaborative Work on Problem Solving
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- a. Academic Honesty
- b. Managing Challenging Moments
- c. Classroom Incivility
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Section 8 - Working with your Faculty Supervisor:

- a. Keeping a Productive and Professional Relationship
- b. “What if I have no idea what I’ll be doing” - Questions to ask your professor/supervisor
- c. Checklist for TAs

Section 9 - Professional Development - The Teaching in Higher Education Certificate:

- a. The Teaching in Higher Education Seminar
- b. The Reflective Practicum

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Preface

Congratulations on your teaching assistantship or adjunct position. The process of becoming an effective educator takes place over the course of a career in academe, and the Teaching Assistantship is just one step in that journey. The Teaching and Learning Center (TLC) is here to support your development as an educator, and we provide this TA Handbook as a useful resource to help you as you begin your journey. We wish you every success!

SECTION 1: INTRODUCTION

a. TAs – what they contribute, and what they can gain: Teaching assistants (TAs) are a valuable part of the university community. As mentors and instructors, TAs can make substantial contributions toward the academic progress of the undergraduate students in their courses. TAs also have the opportunity to re-contextualize, broaden, and deepen their knowledge of course content in their discipline. The experience of serving as a TA at Temple University provides academic, professional, and personal benefits.

b. TA Roles and Responsibilities: TAs serve the university in a variety of roles as either assistants, co-teachers, or instructors-of-record; they function in classes and/or labs; they lead discussions, conduct office hours, and/or grade and provide feedback. Some perform administrative functions that enable classes to run more efficiently. TA assignments vary significantly, so it is important that you set up a meeting with your faculty supervisor as soon as possible to find out what your individual roles and responsibilities will be. (For more information on working with your faculty supervisor, see Section 8 of this handbook.)

c. The Temple University Community:

Values and Mission of the University: Reproduced below is Temple University's mission statement:

“Temple University’s mission is to provide access to excellence for talented and highly motivated students regardless of status or station in life and to strengthen ties to Temple’s communities by creating a culture of engagement at all levels. The university is a national center of excellence in teaching and research with an international presence.

While the university especially serves students from greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, the nation and the world. Temple’s richly diverse student population and the dramatic growth of Temple’s residential campus community of student scholars enrich the educational and extracurricular life of all Temple’s people.

Temple maintains its commitment to recruiting, retaining and supporting outstanding faculty who prize diversity of thought and excel in scholarly endeavors, as well as encourage the aspirations of capable students.” (May 2009; http://www.temple.edu/newsroom/temple_2020.pdf)

Who are Temple Students? In order for us to be effective educators, it is important to know who our students are. For information on student demographics, including information regarding enrollment by location, ethnicity, gender, admissions statistics, see the “2009 Student Profile”: http://www.temple.edu/ir/factbook/documents/2009_Fall_Student_Profile-Final.pdf. For example, the ethnic composition of Temple students (undergraduate and graduate/professional) as a percentage of enrollment in 2009 is shown in Table 1 below:

TABLE 1: Student Demographics	
American Indian/ Alaska Native	0.4%
Asian/Pacific Islander	10.3%
Black, non-Hispanic	14.2%
Hispanic	3.6%
White, non-Hispanic	56.5%
Other/Unknown	10.9%
Non-resident Alien (International Students)	4.1%

To find information on former years’ student profiles at Temple University, we encourage you to explore the factbook at the following link: <http://www.temple.edu/ir/factbook/ir-factbook.html>.

SECTION 2: PREPARING TO TEACH

a. Administrative Tasks: You will be assigned a variety of responsibilities, some of which will be administrative in nature. You may want to ask questions regarding:

- ordering books,
- expected use of Blackboard,
- creating the course on Blackboard and posting course materials (class notes, course syllabus, etc.) on Blackboard,
- acquiring a desk copy of the textbook,
- arranging for books and learning resources to be placed on reserve at Paley Library
- accessibility of photocopies,
- departmental attendance policies,
- preparing classroom resources (handouts, PowerPoint Presentations).

Your first point of contact should be your supervising professor regarding these responsibilities; if you are fully responsible for the course design, another valuable resource will be the

department coordinator, secretary, or faculty course coordinator. You may also want to ask faculty for copies of their course syllabi, handouts, and exams.

b. Creating a Syllabus: Barbara Gross Davis' book, "Tools for Teaching,"¹ which is a great resource for any issue or question related to teaching, provides guidelines for constructing a syllabus. Some basic elements of a syllabus include:

- Course Information (department, course number, course title)
- Instructor Information (phone number, office address, email address, office hours)
- Overview or description of course
- Course prerequisites/co-requisites
- Learning objectives of the course
- Required books/readings for the course
- Websites and links (if any)
- Other materials (if any)
- Grading policies
- Attendance policies
- Overview of Assignments, graded and ungraded (may include exams/ quizzes/ problem sets/projects/reports/research papers (with brief descriptions))
- Tentative Course Schedule (list of class meetings and corresponding topics and readings; dates of all assessments and projects, etc.)
- The Disability Disclosure Statement and the Statement on Student and Faculty Academic Rights and Responsibilities
 - Temple University also provides a list of required components that must be included on a course syllabus, in the following link: http://policies.temple.edu/getdoc.asp?policy_no=02.78.13.

c. Course Design: While some TAs may create their own courses from scratch, others may not. Even then, the course design process is an integral part of the teaching and learning that takes place in the course. Careful consideration of questions related to course design can help you envision the bigger picture for the course and how the different pieces fit together to help students meet particular learning goals. The course design process has valuable pieces that affect all teaching/learning. Dee Fink's book "Creating Significant Learning Experiences"² is a great resource on the development of a course. He proposes a model of Integrated Course Design, where the steps are (in this order):

1. Identifying important situational factors
2. Developing learning goals (*What do I want my students to learn?*)

¹ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

² Fink, D. L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

3. Identifying methods for assessment and feedback (*How will I, and my students, know that these goals are being accomplished?*)

4. Deciding on teaching/learning activities (*What will I and my students need to do in order to achieve the learning goals?*)

Step 1- Situational Factors: Some questions to consider when identifying situational factors are (Fink, 1999)³:

- How many students are enrolled in the class?
- Is it a lower-division, upper-division, or graduate level course?
- What is the frequency and duration of the class meetings?
- Will the course be delivered live, online, in a laboratory, etc.?
- What physical elements of the learning environment will affect the class?
- What learning expectations are placed on this course by the university, the college, one or more professions, etc.?
- Is this subject primarily theoretical, practical, or a combination?
- What are the life situations of the learners (what percent are employed, have family responsibilities, have a specific professional goal, etc)?
- What prior knowledge and experiences relevant to this subject do the students possess?
- What are their goals and expectations of the course?
- What beliefs and values do you as the instructor have about teaching and learning?
- What are your teaching strengths and weaknesses?

Step 2 – Learning Goals: Some questions to consider when identifying learning goals are (Fink, 1999):

- What do I want my students to learn?
- What key information (facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to *understand and remember*?
- What key ideas or perspectives are important in this course?
- What kinds of thinking (critical, creative, practical) are important for students to learn?
- What skills are required?
- What connections should students recognize and make among ideas within this course? Among information, ideas, and perspectives from this course and those in other courses or areas? Between material in this course and the students' personal, social, and/or work life?
- What should students learn about themselves? What should they learn about understanding others and/or interacting with others?

³ Fink, "Fink's Five Principles of Good Course Design." Reprinted with permission of the University of Oklahoma Instructional Development Program, July 19, 1999.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/finks5.htm>

- What should students learn about how to be good students in a course like this? How to learn about this specific subject? How to become a self-directed learner (developing a learning agenda and a plan for meeting it)?

Steps 3 and 4: We will elaborate on steps 3 (methods for assessment and feedback) and 4 (teaching/learning activities) later on in Sections 4 and 5. Also, for an explanation of each of these steps, either see Fink's book or go to:

http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf

You can also find information on Course Design on the Teaching and Learning Center's Resources Webpage (http://www.temple.edu/tlc/resources/resources_main.htm).

Principles of Good Course Design: According to Fink (1999), there are five principles of good course design:

1. The course challenges students to higher level learning.
Examples of "higher level learning" include problem solving, decision making, critical thinking, and creative thinking.
2. The course uses active forms of learning.
Some learning will be "passive", i.e., reading and listening. But "higher level learning," almost by definition, requires active learning.
3. The instructor gives frequent and immediate feedback to students on the quality of their learning.
"Frequent" means weekly or daily; feedback consisting of "two mid-terms and a final" is not sufficient. "Immediate" means during the same class if possible, or at the next class session.
4. The course includes a structured sequence of different learning activities.
Any course needs a variety of forms of learning (e.g., lectures, discussions, small groups, writing, etc.) to support different kinds of learning goals and to address the different ways in which students learn most effectively.
5. The course has a fair system for assessing and grading students.
The grading system should be objective, reliable, based on learning, flexible, and communicated in writing."

SECTION 3: SURVIVING WEEK ONE

It is normal for new TAs and Adjunct Instructors to feel some apprehension and nervousness about their new responsibilities. Even experienced instructors can feel some nervousness at the beginning of a new semester, and in meeting a class for the first time. These feelings are

completely normal and your comfort level will improve after the first week or two of the semester.

a. Before Your First Day:

1) Familiarize yourself with your classroom (location, space, and technology):

How much time do you need in order to arrive on time for class (accounting for traffic, location, and parking)? What is the room like? How are the acoustics (e.g., how loud do you need to talk to be heard)? Do you need any additional audio/video/computer equipment to meet your particular teaching needs?

It is crucial that you get acquainted with the classroom technology (computer etc.) that is available. Do you need special keys or codes to access equipment? What is the information (phone number) of the tech-support person to contact in the case of equipment malfunction?

2) Deal with administrative issues:

Arrange for any special keys, and order any additional supplies or technology that will be required (check with your supervisor or the graduate administrator in your department office). Find out your department's photocopy procedure. Can you make copies in the main office? Will they provide you with a copy card if you need to use a copy center? *Important:* Do not wait until the first day of class to copy your syllabi and handouts. The lines will be long.

b. On Your First Day: Here are some suggestions for your first day of class⁴:

- Arrive early. Let incoming students know the course title and number. Also let them know how to address you, either by distributing a handout with the information or by writing the information on the board.
- Teach a real class the first day. Set expectations by keeping students the entire class period. Start on time, and use all of your allotted time to send students a clear message that you take the course seriously. Explain why your course has value and is relevant to their college career; involve students with the course content from the moment you meet.
- Get to know your students.

⁴Based on suggestions from the University of Virginia,
http://trc.virginia.edu/Publications/Teaching_UVA/I_First_Day.htm

- Memorize their names. You can get a head start on this by viewing their names and pictures on the Blackboard course site. If the class is too big and you think you can't remember their names, ask them to put up name tents each class.
- Whether the class is small or large, a seating chart will help you learn students' names as well as take attendance.
- Tell them something about yourself, your research interests, and your academic/professional background.
- One strategy to get students engaged with the syllabus is to ask them to read the syllabus and write three questions regarding its content.
 - Answer as many questions as possible (as much as time permits). If there is not enough time to cover all questions, ask students to write their questions on a piece of paper and hand it to you or send via email.
 - After class, go over each question and send answers to all of the questions to everyone in the class. Use Blackboard's communication function to make this quick and easy.

For more suggestions,

see <http://www.utoronto.ca/ota/resources/teachingissues/FirstDayofClass.pdf>.

c. Smoothing Out the 'First Week Kinks': Here are some tips that may help you get the class off to a good start:

- Keep a notebook handy to jot down any questions that arise in the classroom, or observations on your own experience, so you can follow up.
- Make yourself a schedule that allows time for both course preparation, and your own work. Build in time for yourself.
- Reflect on your teaching (throughout the semester).
 - As soon as possible after each class, try to analyze the class in a systematic way. Determine the strong and weak points in the plan and its implementation. What went right and what went wrong? Did you meet your objectives? Consider ways in which you could have been more prepared for the class, and areas which were particularly rewarding. Use this information as you plan future classes.

SECTION 4: ASSESSMENT AND FEEDBACK

As noted under Section 2b "Course Preparation," identifying a system for assessing student progress and providing effective feedback is one of the main steps of designing a course (Fink,

2003)⁵. In addition to this, a fair grading system is one of the five principles of good course design (Fink, 1999)⁶. Assessment and feedback should be “objective, reliable, based on learning, flexible, and communicated in writing.”

It is important for us to first have our learning goals for our course and then develop methods for assessment and feedback that align with the learning goals (Fink, 2003).

a. Summative vs. Formative Assessment of Student Learning: There are two types of assessment:

Summative assessment targets students’ learning for a particular time period; for example, an exam in the middle of a semester and at the end of a semester.

Formative assessment, however, is assessing students’ learning throughout the semester, as the course progresses, and it is not necessarily graded. It’s important for us as instructors to know where students are in their learning so that we can determine how we need to adjust our teaching so that students learn better. Formative assessment can be incorporated into the classroom as creative classroom activities.

One formative assessment method is called “The Minute Paper” (Angelo and Cross, 1993⁷). At the end of a class, you can ask your students to take out a piece of paper and answer these questions: “What was the most important thing you learned during this class? What important question remains unanswered?” Students turn the papers in anonymously.

Great resources for numerous formative assessment methods are:

- “Classroom Assessment Techniques” by Angelo and Cross
- A link which has 50 of Angelo and Cross’ strategies: http://www.uoregon.edu/~tep/resources/newteach/fifty_cats.pdf
- “Tools for Teaching” by Davis⁸
- The Teaching and Learning Center’s Resources Webpage, under “Course Design” and “Assessing Student Learning” (http://www.temple.edu/tlc/resources/resources_main.htm).

When identifying methods of assessment, it’s important to consider these questions:

How will I, and my students, know that these goals are being accomplished?

⁵ Fink, D. L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass.

⁶ Fink, “Fink’s Five Principles of Good Course Design.” Reprinted with permission of the University of Oklahoma Instructional Development Program, July 19, 1999.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/finks5.htm>

⁷ Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

⁸ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

Does the assignment/ test/ research paper/presentation/ case study analysis indicate that students reached or are reaching a certain learning goal or goals?

b. Rubrics: Developing a rubric is a useful and effective way of grading assessment methods and making sure that grading is fair. A rubric identifies key dimensions and describes performance.

	4	3	2	1
Dimension A				
Dimension B				
Dimension C				

Rubrics make tacit criteria explicit both to the instructor and to our students. If we give students the rubric with the assignment, students will know exactly how we’re grading their work and what’s expected of them. Rubrics help students learn more and perform better because they provide effective feedback on their performance. While creating a rubric in the beginning may take time, it will save you time in the long run, because once you develop a rubric, you know your criteria explicitly, which makes grading easier. Also, you can circle the appropriate box on the rubric and add comments instead of repeatedly writing up similar comments.

Good resources for developing rubrics are Stevens and Levi’s book, “Introduction to Rubrics”⁹ and the Teaching and Learning Center’s Resources Webpage (“Assessing Student Learning”) where you can also find sample rubrics

(http://www.temple.edu/tlc/resources/resources_main.htm).

c. Providing Effective Feedback on Student Papers: For disciplines where writing papers is required, it is important for instructors to give effective and thorough feedback to students for various purposes, such as helping students see what works and what doesn’t, thus helping them improve, and motivating students to improve this paper or the next one (Sarkisian, 2006).¹⁰

⁹ Stevens, D. D., & Levi, A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus Publishing.

¹⁰ Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities*. Cambridge, MA: Derek Bok Center for Teaching and Learning.

Make sure to present some positive feedback as to not discourage your students. When dealing with problems, Sarkisian (2006) suggests, “be precise. Concentrate on two or three issues. Select examples from the paper. Ask questions that will stimulate responses” (p. 86). Some example comments are (Sarkisian, 2006):

- “Your analysis of X is not clear to me, because...”
- “You start out talking about X and you end up talking about Y.”
- “To support this argument, you could have...”
- “You have summarized the reading [lecture] here, but you haven’t told me what is important about it or explained why it matters.”
- “On page X, you say ... What’s the connection between this claim and the one above it [the statements that follow]?”

For additional suggestions for various comments on written work, see Sarkisian’s book.

SECTION 5: EFFECTIVE TEACHING METHODS

The final step of course design is deciding on teaching/ learning activities, which means what you and your students need to do in order to achieve the learning goals (Fink, 2003)¹¹. People learn best when they are actively engaged in something, so as instructors, we need to make sure that students engage in the material they are learning. This means that it’s not just about how we teach, but also about what kind of activities we use to engage the students in class.

When we think about teaching methods we will employ, it’s important to consider the following questions:

- How will the teaching methods contribute to the students’ accomplishing the learning goals?
- How will the in-class activities contribute to the students’ accomplishing the learning goals?
- How will activities encourage students to engage with the material?
- How will activities encourage students to apply/use the material?

a. Promoting Active Learning: Bonwell & Eison (1991)¹² describe “active learning” as “(involving) students in doing things and thinking about the things they are doing.” “Doing” refers to activities such as group problem solving, case studies, debates, and guided design;

¹¹ Fink, D.L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass.

¹² Bonwell, C.C. & Eison, J.A. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report 1. Washington, D.C.: George Washington University.

“thinking” refers to students’ reflection on the meaning of what they are learning and on the learning process itself (Fink, 2003)¹³.

Some examples of activities to engage students in active learning are:

- Engineering - Designing a reservoir dam
- Natural and social sciences - Designing and conducting an experiment
- Case studies:
 - English – “What if the novel ended in a different way? What would be the meaning or significance?”
 - Math – A complex word problem where students have to figure out what to do, how to compute (e.g., “a bridge is about to collapse... these are the dimensions... calculate...)
- Role-play:
 - English - acting out characters in a novel (e.g., students use psychodrama to pursue an emotional understanding of Shakespeare’s plays)
 - Finance - “Imagine you’re the financial consultant at firm X and you need to make a financial plan for X...”

Great resources for such activities are Bean’s book, “Engaging Ideas,”¹⁴ Davis’ book, “Tools for Teaching”¹⁵, and the Teaching and Learning Center’s Resources Webpage (“Active Teaching Strategies”) (http://www.temple.edu/tlc/resources/resources_main.htm).

Regarding the “thinking” part of active learning, in which students reflect on the meaning of what they are learning and on the learning process itself, Fink (2003)¹⁶ notes:

Learning is enhanced and made more permanent when students reflect on the learning experience and its meaning to them. This can be done individually (journals; diaries) or with others (discussions with teacher or in small groups). When students reflect on *what* they are learning, *how* they are learning, its *value*, and *what else* they need to know, they are more inclined to both ‘own’ and appreciate their learning. (p. 5)

For more information on the reflective piece, refer to Fink’s book “Creating Significant Learning Experiences.”¹⁷

¹⁴ Bean, J. C. (2001). *Engaging ideas: The professor’s guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

¹⁵ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

¹⁶ Fink, L. D. (2003). *Idea Paper #42: Integrated Course Design*.
http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf

¹⁷ Fink, D. L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Sometimes it may seem like activities that engage active learning can only be done in small classes, but that is not the case. There are numerous activities that can be done in large lectures—some that can last 30-40 minutes, and some that can last just a few minutes. Some of these activities can also let us assess where students are with their learning (formative assessment). Also, research shows¹⁸ that students’ attention span is somewhere between 10 and 20 minutes which makes activities—especially those that break up a long lecture—crucial. So even a brief activity will be very useful for your students.

One activity is called “Think-Pair-Share” (Angelo and Cross, 1993¹⁹):

1. The instructor states an open-ended question
2. Individual students spend a minute or two to writing a response
3. Students then turn to a partner to discuss their responses
4. The instructor reconvenes the class and calls on individual students to share the pair’s responses.

If your class is large and you have time-constraints, you could just do the “think-pair” part. Getting students to reflect individually and then talk to the person sitting next to them about it can take only 2-3 minutes and yet be extremely useful.

Great resources for incorporating active learning into large lectures are:

- Bean’s book, “Engaging Ideas”²⁰
- “Classroom Assessment Techniques” by Angelo and Cross²¹
- “Engaging Large Classes” by Stanley and Porter²²
- The Teaching and Learning Center’s Resources Webpage, (“Teaching Large Classes”) (http://www.temple.edu/tlc/resources/resources_main.htm)
- “Tools for Teaching” by Davis.²³

b. Effective Lecturing: As it is noted above, research shows that students’ attention span is somewhere between 10 and 20 minutes which makes activities—especially those that break up a

¹⁸ Bligh, D. A. (2000). *What’s the use of lectures?* San Francisco: Jossey-Bass.

Brown, S. & Race, P. (2002). *Lecturing: A practical guide*. Sterling, VA: Stylus.

Race, P. (ed.). (2000). *2000 tips for lecturers*. London: Kogan Press.

Race, P. (2001). *The lecturer’s toolkit: A practical guide to learning, teaching, and assessment*. London: Kogan Press.

¹⁹ Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

²⁰ Bean, J. C. (2001). *Engaging ideas: The professor’s guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

²¹ Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

²² Stanley, C. A., & Porter, M. E. (2002). *Engaging large classes: Strategies and techniques for college faculty*. San Francisco: Jossey-Bass.

²³ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

long lecture—crucial. You can use the suggested strategies above to make the lecture interactive and engaging.

A good question to ask yourself is, since students can get information on their own by reading material, what does your lecture contribute? (Sarkisian, 2006).²⁴

Some suggestions for making a lecture engaging are:

- Grab students' attention with your opening. (For example, start with an interesting question that the lecture will address.)
- Incorporate anecdotes and stories into your lecture.
- Convey enthusiasm for the material.
- Be conversational and vary pitch, volume and intonation.
- Use movement to hold students' attention and emphasize an important point or lead into a new topic.
- Give students a road map. (For example, give them an outline on the board, projected onscreen, or in a handout of the lecture or main points that will be covered.)
- Be selective. Limit the number of points you make in lecture.
- Alert students to the start of a complex and/or important point.
- Demonstrate a process rather than describe it.
- Use repetition to emphasize important material.
- Pause during your lecture to pose a quick problem or ask a question.
 - When you ask a question, you may need to pause for up to 10-15 seconds.
- Invite students to ask questions at regular intervals.
 - Some examples are: "What may I clarify?" "What questions would you like to ask at this time?" and, "Take a few moments to write down 1 or 2 questions you have about the material discussed in class so far today. When you are ready, please share your questions with the class."
- Form small working groups.
- Provide an overview of what you're going to talk about and present conclusions after you've talked. (That is, "say what you are going to say; say it; say what was said").²⁵
- At the end of class, take a couple of minutes to summarize the major points and topics for emphasis and conclusion.²⁶

Good resources on effective lecturing are the chapter titled "Lecturing Creatively" in Brookfield's book, "The Skillful Teacher"²⁷ and the Teaching and Learning Center's Resources Webpage (under "Effective Lecturing") (http://www.temple.edu/tlc/resources/resources_main.htm).

²⁴ Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities*. Cambridge, MA: Derek Bok Center for Teaching and Learning.

²⁵ Final 2 suggestions from: Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities*. Cambridge, MA: Derek Bok Center for Teaching and Learning.

²⁶ Up to this points, suggestions from Davis (2009).

²⁷ Brookfield, S. D., (2006). Lecturing creatively. In S. D. Brookfield, *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, (2nd ed.) (pp. 97-114). San Francisco: Jossey-Bass.

c. Discussion Methods: In order to ensure that students are prepared for classroom discussion, you can ask them to do one the following before class:

- To prepare 3 questions, in writing, about the assigned material,
- To summarize the main idea of the assigned material, in writing,²⁸
- To choose one quote to highlight or agree with and to choose one quote to disagree with.

Here are some tips on leading discussions from the Center for Teaching and Learning at Stanford University (Stanford, CA)²⁹:

Before Class

- Identify goals and ground rules
- Review class materials, noting difficult issues or potential problems
- Prepare a variety of questions

During Class

- Explain ground rules and expectations OR generate ground rules with whole class
- Listen carefully and provide paraphrases and positive feedback
- Keep discussion focused/return to key issues
- Encourage students to participate: call on students/assign roles
- Keep dominating students under control
- Ask for students' questions
- Give students time to think
- Help students evaluate what has been accomplished
- Provide closure through summary or handout
- Prepare students for next class session

After Class

- Reflect on class discussion
- Determine responses to problem areas/confusions
- Identify links, if any, to next class topic

It is important to ask good questions to get discussion going. Examples of good open-ended questions are:

- How can we think about this in another way?
- Why do we continue to use this particular process?
- What rules apply in solving this problem?
- Where else might this apply?
- How is “X” different than “Y”?
- What are the parts of this idea/issue?

²⁸ First two suggestions from Sarkisian (2006).

²⁹ http://ctl.stanford.edu/handouts/web/discussion_leading.html

- Would this scenario work in another context?
- Can you evaluate this scenario in terms of...?
- Which approach would you choose? Why?

For ideas on how to prompt students during discussion and keep the discussion going, see Sarkisian's book³⁰ (Although the title suggests that it is for international faculty and teaching assistants, it has various useful ideas for educators from all backgrounds). For information on why discussion may fail, discussion ground rules, and methods of structured discussion, see [http://www.temple.edu/tlc/resources/handouts/discussions/Discussion as a Way of Teaching.pdf](http://www.temple.edu/tlc/resources/handouts/discussions/Discussion_as_a_Way_of_Teaching.pdf) (or go to the Teaching and Learning Center's Resources Webpage and find "Discussion as a Way of Teaching" under "Active Teaching Strategies" (http://www.temple.edu/tlc/resources/resources_main.htm)). Another good resource is Brookfield and Preskill's book, "Discussion as a Way of Teaching."³¹

d. Problem Solving, Collaborative Work: Getting students to work on solving a problem is an effective teaching strategy that helps them become more actively involved with the material. Working in groups helps students learn from each other and helps to develop valuable skills in teamwork and collaboration needed in their future careers. In their book, "Collaborative Learning Techniques" Barkley, Cross, and Major (2005) present tips on having students work on solving specific problems either as individuals or in a group. Some examples are:

- *"Think-Aloud Pair Problem Solving (TAPPS):* Solve problems aloud to try out their reasoning on a listening peer. It is particularly useful for emphasizing the problem-solving process (rather than the product) and helping students identify logic or process errors.
- *Structured Problem Solving:* Follow a structured format to solve problems. It is particularly useful for dividing problem-solving processes into manageable steps so that students don't feel overwhelmed and so that they learn to identify, analyze, and solve problems in an organized manner" (p. 171).³²

For more such techniques, either see the book or go to: <http://www.gdrc.org/kmgmt/c-learn/methods.html> and <http://web.utah.edu/taresources/Collaborative.htm>.

e. Using Technology Effectively: It is important that as instructors, we present the material in various modes to the students. Today, with the developments in technology, this is much easier. For example, we can construct effective PowerPoints which include graphs, diagrams, and/or

³⁰ Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities*. Cambridge, MA: Derek Bok Center for Teaching and Learning.

³¹ Brookfield, S. D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. (pp. 168-191). San Francisco: Jossey-Bass.

³² Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Techniques for problem solving. In E. F. Barkley, K. P. Cross, & C. H. Major, *Collaborative learning techniques: A handbook for college faculty* (pp. 169-204). San Francisco: Jossey-Bass.

photos. We can show students video clips that are relevant to the class material. We can have students post questions or answer questions on a Discussion Board on Blackboard.

To get more information on how to use technology effectively and in various ways, see Davis' book "Tools for Teaching." Also, stop by the Instructional Support Center (ISC) (<http://www.temple.edu/cs/isc/>) which can help you deal with technological issues and incorporate different technological tools into your teaching.

SECTION 6: INCLUSIVE TEACHING

It is important for instructors to strive to create a safe learning environment in their classrooms. To build such safe learning communities in our classrooms, instructors need to be attentive to prejudice, bias, and discriminatory behavior, both our own and that of our students so that everyone can feel welcome and safe in the classroom. It is important for instructors to become self-aware regarding any biases or stereotypes they may have. Davis (2009)³³ suggests that we can explore our attitudes by asking ourselves these kinds of questions:

- “Do you interact with men and women differently? Maybe in ways that manifest double standard?
- Do you inadvertently undervalue comments made by speakers whose English is accented differently from our own?
- Do you assume that students of some racial or ethnic groups will need additional help? Or that students of some racial or ethnic groups will do better than others?
- Are you comfortable around people whose racial, ethnic, or sexual identity differs from your own?” (p. 57).

Davis (2009) also presents some tips to help us work effectively with our greatly diverse student populations:

- **General Strategies:**
 - Become aware of any biases or stereotypes you may have; become more self-aware
 - Get to know your students and treat each student as an individual
 - Recognize the complexity of diversity (i.e. heterogeneity within groups, intersecting identities and identifications)
 - Be attentive to current preferred terminology (i.e. underrepresented students or students of color vs. minority, Asian not Oriental)
 - Learn about groups other than your own
 - Convey the same level of confidence in the abilities of all your students
 - Be evenhanded in acknowledging students' accomplishments

³³ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

- ***Pedagogical Approaches:***
 - Use inclusive language and examples
 - Learn to correctly pronounce students' names
 - Be aware of cultural difference in participation
 - Assign group work and collaborative learning activities
 - Vary formats for presenting material (visual, auditory, collaboratively constructed)
 - Speak clearly and at appropriate volume and pace. Pause after important points.

- ***Course Content and Material:***
 - Try to select texts and reading whose language is gender neutral and free of stereotypes
 - Don't assume that all students will recognize cultural, literary, or historical references familiar to you

- ***Class Discussion:***
 - Emphasize the importance of considering different perspectives
 - Make it clear that you value all comments
 - Encourage all students to participate in class discussion

Inclusive teaching does not just refer to student differences in race or gender, but also differences that are cognitive, psychological, and/ or physical. It is important that instructors provide an effective and safe learning environment for everyone and instructors can take certain measures before class to ensure that everyone can learn. For example, it would be a good idea to post class notes online in Blackboard, which would eliminate difficulties some students might have with note-taking. For more information, contact Disability Resources and Services (DRS) (<http://www.temple.edu/disability/>). For more general suggestions, see Davis' book or go to the Teaching and Learning Center's Resources Webpage: http://www.temple.edu/tlc/resources/handouts/diversity/Handout_DiversityTips.pdf. For more in-depth information on diversity and inclusion in the classroom, go to: <http://cfe.unc.edu/pdfs/TeachforInclusion.pdf>.

SECTION 7: DEALING WITH DIFFICULT SITUATIONS IN THE CLASSROOM

It is important for instructors to be familiar with policies and procedures at Temple University. Here are some resources:

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm

<http://www.temple.edu/grad/policies/>

<http://policies.temple.edu/>.

a. Academic Honesty: Below is the general policy about academic honesty (from http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtml):

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses - papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

For information on avoiding plagiarism and using resources effectively and properly, see Temple University Writing Center's resources website: <http://www.temple.edu/writingctr/handouts/researchandplagiarism/index.html>.

For guidelines on different forms of citations, see: <http://www.temple.edu/writingctr/handouts/citationguides/index.html>.

b. Managing Challenging Moments: Here are some suggestions for dealing with "hot moments" by Davis (2009)³⁴:

³⁴ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

- Establish ground rules for discussion and managing conflict (you might do this with student input).
- Think ahead, to see what could possibly arise, given the topic at hand.
- Don't intervene immediately. Give students an opportunity to navigate the tension.
- If things are too heated, stop. You might:
 - Have students write about the conflict, then talk in pairs;
 - Depersonalize the situation: "Some people think that way. What assumptions are they making?"
 - Keep discussion focused on issues, not individuals, so students can retreat from untenable positions;
 - Repeat back the exact words of an offensive comment as accurately as possible, and give student an opportunity to rephrase;
 - Explain why a comment is offensive or insensitive;
 - Ask students what they have learned from the moment;
 - Use the moment as an opportunity to discuss the learning environment in the group;
 - Defer – tell students you will deal with the issue, but deal with it later -- in order to gather your wits and make a plan that will be effective.

For more suggestions, go to <http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html> or the Teaching and Learning Center's Resources Webpage and find the section titled "Challenging Classroom Situations" (http://www.temple.edu/tlc/resources/resources_main.htm).

c. Classroom Incivility: In order to deal with students who are disruptive or uncivil in the classroom, Davis (2009)³⁵ suggests some of the following:

- Respond to the misbehavior immediately and consistently. Try to think of the student's frame of mind and intentions. Address the student politely and calmly, name the misbehavior, and give clear instructions or options about what to do.
- Anticipate problems at the back of the classroom, since that is the traditional gathering spot of students who tend to be bored or disruptive. You may want to encourage students to fill the front seats and mention that research shows that students who sit in front seats earn higher grades.
- Disruptive students may not be aware of the problem they are causing, so make sure to make them aware of the problem.

³⁵ Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

- To interrupt a side conversation, you could move towards the students and make eye contact until they stop or say, “When people have side conversations, it’s hard for the rest of us to concentrate.”
- In class enforce your policies and as needed, arrange to speak with the disruptive student outside of class. Explain the problem as you see it and ask for the student’s perspective.

For Temple University’s handbook on classroom civility, go to <http://www.temple.edu/studentaffairs/counseling/CivilityonCampus.htm>

For more suggestions, go to these websites:

<http://www.temple.edu/studentaffairs/CARETeam.htm>
<http://www.scottsdalecc.edu/adjunct/docs/DealingTroublesomeBehaviors.pdf>, <http://www.ntlf.com/html/pi/9710/strat.htm>, or <http://www.utexas.edu/academic/diia/gsi/tatalk/incivility.php>.

d. Safety Issues in the Classroom: If a student is acting out in class, causing a severe disturbance, threatening harm to him/herself or someone else, this is then an issue for Campus Safety (phone number: 215-204-1234; or 1-1234 from a campus phone) to handle immediately.

In order to find out the university’s regulation of student conduct (Student Code of Conduct), go to: http://policies.temple.edu/getdoc.asp?policy_no=03.70.12.

SECTION 8: WORKING WITH YOUR FACULTY SUPERVISOR

Once you get your Teaching Assistantship, you should meet your faculty supervisor in order to go over the course and make sure that you are clear about his/her expectations. Your supervisor will be a great resource for you as you develop as an educator.

a. Keeping a Productive and Professional Relationship: Here are some suggestions for keeping a productive and professional relationship with your faculty supervisor:

- If your supervisor doesn’t get in touch with you first, do not hesitate to get in touch with him/her. Feel free to make the initial appointment.
- Throughout the semester, send your supervisor updates via email or regularly visit his/her office.
- Meet regularly with your supervisor to keep him/her updated on class information.
- Ask your supervisor to give you samples of syllabi, grading rubrics, assignments, tests, and other class work so you can have examples to work from.

- If you are conducting a discussion section that is linked to a large lecture course, attend the course so that you know what the students might understand and where they might get lost.³⁶

b. Questions to Ask Your Supervisor: No matter what your assignment, make use of your faculty supervisor: clarify your role, discuss pedagogy, and share your aims and experiences. You may want to ask some of the following questions³⁷, and any others you have:

- In specific terms, what will my responsibilities be?
- What role(s) would you prefer that I play in the classroom when you teach (e.g. observer of students or your teaching, active participant, occasional lecturer)?
- What would you like me to accomplish in labs or discussion sections? In office hours? When responding to students' work?
- In what ways will I be responsible for grading students? How are grades determined? For example, does section attendance or participation play a part in grades?
- What do exemplary papers look like in this course?
- On what schedule do I meet with you and, if applicable, with the teaching team?
- How would you prefer that I handle problematic situations (e.g., complaints from students, confusing or conflicting roles, students' inadequate writing skills, a section that is not working)?
- How much time should I set aside for my TA duties?

For additional questions,

see <http://web.utah.edu/taresources/Course%20Supervisor.htm#questions>.

Similarly, to understand the professor's pedagogical approach, you may want to ask some of the following questions³⁸, and any others you have:

- What are the objectives of the course? What key points do you want students to understand in this course?
- How do you assess whether students have met these objectives? Or whether students have understood these points?
- What are the objectives behind the readings? The course material? Assignments?
- If you have additional course goals, what are they? For instance, do they include working cooperatively, learning the norms of writing in a specific genre, developing as a researcher?

³⁶ From the University of Utah - <http://web.utah.edu/taresources/Course%20Supervisor.htm#supervisor>

³⁷ Adapted from Phillips, C, & Helsing, D. (2003). *What Every New Teaching Fellow Wants to Know: A Brief Introduction to Teaching Fellowships at HGSE*, p. 6. Teaching and Academic Support Programs, Writing, Research & Teaching Center, Harvard Graduate School of Education.

³⁸ Phillips, C, & Helsing, D. (2003). *What Every New Teaching Fellow Wants to Know: A Brief Introduction to Teaching Fellowships at HGSE*, p. 6 & 7. Teaching and Academic Support Programs, Writing, Research & Teaching Center, Harvard Graduate School of Education.

- What other information about the course that I might not have noticed as a student, could help me as a TA?
- What do you hope I will learn as a TA for this course? Through what means?

c. Checklist for TAs: Below is a checklist for you to consider before teaching your class.

- Have I exchanged telephone numbers and email addresses with the professor and the department's administrative staff?
- Do I understand what I am supposed to do and how to do it?
- Have I become familiar with the daily classroom schedule?
- Do I know for which activities outside the classroom I am responsible (e.g., grading, discussion leading)?
- Do I understand the professor's methods for the course?
- Do I know where the instructional materials for the course are kept?
- Do I know how to operate classroom equipment?
- Do I know where to get equipment?
- Do I know where supplies for the department are kept?
- Do I know whom to notify if I am going to be late or absent?
- Do I know what to do if the professor with whom I work is absent?³⁹

SECTION 9: PROFESSIONAL DEVELOPMENT – THE TEACHING IN HIGHER EDUCATION CERTIFICATE

As a matriculated graduate student who is teaching, you take can advantage of the unique opportunity offered to you by the TLC, in collaboration with the College of Education, at Temple University: you can earn the Teaching in Higher Education Certificate and enhance your knowledge and skills as an effective educator as well as your career prospects.

Temple schools and departments—such as SCT, REL, AAS—have led the way by developing 3-credit pedagogy coursework for TAs. Building on these efforts, this university-side certificate program was developed to make teacher training accessible to all graduate students who teach at Temple and aspire to faculty roles.

In order to obtain the certificate, you need to complete two components in the time-span of three years:

- 1) The Teaching in Higher Education Seminar (completed in one semester),
- 2) The Reflective Practicum (completed in a later semester).

³⁹ From the University of South California - http://cet.usc.edu/resources/ta_resources/working_with_faculty/checklist.html

Preferably the reflective practicum will be completed after the seminar, but the two components can also be completed concurrently.

a. The Teaching in Higher Education Seminar: This three-credit seminar, taught by faculty within students' areas (i.e. humanities, health professions...) addresses key issues in teaching and learning theory and practice. Students develop documents to support teaching and future job searches, including a statement of teaching philosophy and a course syllabus.

Students enroll in courses according to their academic area. For instance, a humanities course would be designed for any graduate student in the humanities disciplines. Similarly, a physical science course would be open to all graduate students of physical sciences.

For confirmed course offerings for the 2010-2011 academic year, see the TLC's website at http://www.temple.edu/tlc/events/thec/matriculation_track.htm#courseofferings. You can check this website for updates on various courses.

b. The Reflective Practicum: The non-credit reflective practicum is individually designed by each student. It must include teaching (e.g. as a TA, instructor of record, mentor to undergraduate students, Writing Center tutor, or lab leader) and reflecting on that experience. The primary goals of the Reflective Practicum are for students to:

- reflect on their teaching experience, including its relationship to the seminar, with an experienced mentor;
- examine selected aspects of their teaching through reflective scholarly writing.

While there is some flexibility, the practicum must include three key components:

1. **Teaching** (e.g. as TA, instructor of record, mentor to undergraduate students, Writing Center tutor, lab leader)
2. **Reflection on teaching experience through ongoing dialogue.**

You may fulfill the reflective dialogue component through one of the following options:

a. Bi-weekly meetings with disciplinary mentor (individual or TA group): We encourage you to choose one of these options if possible since we see them as the most robust forms of mentoring for your teaching. To select the individual option, you need to make arrangements to meet with your disciplinary mentor biweekly for discussion. We ask you and your mentor to fill out the Reflective Practicum Log⁴⁰ providing the dates met and signatures. The goal of this practicum option is for you to reflect on your own experiences and gain additional insight through dialogue with a mentor. Please visit our website for more

⁴⁰ Go to http://www.temple.edu/tlc/events/thec/Reflective_Practicum_Log.pdf.

information: http://www.temple.edu/tlc/events/thec/matriculation_track.htm#requirements.

b. Disciplinary teaching course (or the equivalent) that includes a reflective component: TLC's approval is needed if you select this option.

c. TLC reflective practice teaching circle, bi-weekly: The TLC will schedule bi-weekly teaching circles if there is need.

3. *A reflective paper*⁴¹ which you will complete and submit to TLC.

For more information, visit our

website: http://www.temple.edu/tlc/events/thec/matriculation_track.htm.

SECTION 10: TEMPLE UNIVERSITY RESOURCES⁴²

- **Computer Services:** <http://www.temple.edu/cs/index.htm>
 - **The TECH Center :** <http://www.temple.edu/cs/techcenter>

The TECH (Teaching, Education, Collaboration and Help) Center is a 75,000-square-ft., state-of-the-art technology facility with resources that cater to current learning styles. Designed with a variety of workspaces to enable students to work collaboratively or individually, the Center is the largest of its kind in the nation. This dynamic facility allows students to meet, study, collaborate, relax, and take advantage of the numerous resources.
 - **The Instructional Service Center (ISC):** <http://www.temple.edu/cs/isc/>

A support center that provides consulting services, training, and access to state-of-the-art computer equipment for use those who are interested in incorporating technology into the teaching/learning process.

- **The Teaching and Learning Center (TLC):** <http://www.temple.edu/tlc/>

The Teaching and Learning Center (TLC) promotes the value and practice of excellent teaching; teaching that facilitates student learning and growth. It provides programs and resources designed to promote teaching methods that are consistent with the research on how people learn. It provides opportunities for faculty and TAs to reflect on their work as well as opportunities to share and learn from the experience and expertise of their

⁴¹ http://www.temple.edu/tlc/events/thec/Guidelines_for_reflective_paper_12-3-09.pdf

⁴² Initially created by Osizwe Eyi di yiye (Raena J. Harwell), ABD, MS.Ed; African-American & Women's Studies, Temple University; rharwell@temple.edu. Adopted from her handout.

colleagues. The TLC also aims to promote its mission in the form of assessment and scholarly research on teaching and learning.

The TLC focuses on the pedagogical aspect of teaching. For technological issues, go to The Instructional Service Center (ISC).

- **Temple University Libraries:** <http://library.temple.edu/>

The Temple University Libraries holds a collection of over 3 million volumes, 500 electronic research databases, thousands of videos, specialized rare, archival and primary research collections that serves the information seeking and research needs of students, faculty, alumni and members of the public. A staff of dedicated and expert librarians, each a subject specialist, along with other library workers, is committed to helping faculty and students achieve research and educational success. The Library system's "Ask-a-Librarian" service makes it easier to obtain research assistance by phone, e-mail, chat service or text messaging. Personal appointments for research help may be requested. Services for faculty include support for creating a course reserve (print, digital and media), special requests for books and other materials, developing research assignments that build student research skills, arranging research instruction sessions for students, and assistance with integrating library research databases into Blackboard course sites.

- Ask-a-Librarian - <http://ask.library.temple.edu/>
- Library Subject Specialists - <http://bit.ly/aPy2Is>
- Faculty Services - <http://library.temple.edu/services/faculty/?jsessionid=A3FF6AF03AE9C4D306B233669610865B?bhcp=1>
- Archives and Special Collections - <http://library.temple.edu/collections>
- Interlibrary Loan - <http://library.temple.edu/services/ill>

- **The Writing Center:** <http://www.temple.edu/writingctr/>

Temple's Writing Center provides help for students who are working on papers for classes, theses, and dissertations. The center offers a variety of services to meet different needs. For undergraduate students, these services include face-to-face tutoring, email tutoring, writing fellows, writing workshops, in-center seminars. The Writing Center is also the administrative home for Temple's writing-intensive course program. All Temple students are required to take at least two designated writing intensive-courses (w-courses) in their major as a requirement of graduation. Writing Center staff, along with the Writing-Intensive Course Committee (WICC) oversees the program. The Writing Center sponsors faculty development activities for faculty teaching writing-intensive courses, including workshops, seminars, and one-on-one consultations.

- **Tuttleman Counseling:** <http://www.temple.edu/studentaffairs/counseling/>

Tuttleman Counseling Services offers support for students' emotional, educational or vocational concerns. Assistance is confidential and free of charge. A wide range of assistance is available including counseling, support groups, literature, and educational programs and outreach events.

- Psychology and Psychiatric Services
 - Campus Alcohol and Substance Awareness (CASA)
 - Conflict Education Resource Team (CERT)
 - Sexual Assault Counseling and education (SACE)
 - Health Education and Awareness Resource Team (HEART)
-
- **Disability Resources and Services (DRS):** <http://www.temple.edu/disability/>
DRS is the department responsible for ensuring that reasonable accommodations are available for students with disabilities at all campus locations. Currently, there are approximately 1,300 students with self-disclosed disabilities attending classes and registered with DRS.

 - **Math and Science Resource Center:** <http://www.temple.edu/msrc/>
The mission of the Math and Science Resource Center (MSRC) is to create an effective learning atmosphere for all Temple undergraduates enrolled primarily, but not exclusively, in core level mathematics, science, statistics or quantitative-based courses. Services include: Walk-in Tutoring, Exam Review Sessions, and Workshops for Specific Courses.

 - **The Russell Conwell Center (RCC):** <http://www.temple.edu/rcc/w1.htm>
The RCC is a comprehensive academic and learning center that enables students to maximize their university experience, achieve academic success, enhance or develop strong leadership skills and prepare for their future careers. Student services offered in the RCC include:
 - academic advisement and counseling
 - individual and group tutoring
 - academic and educational support
 - undergraduate research
 - employment opportunities
 - leadership development activities
 - peer mentoring
 - career identification and exploration
 - scholarship support
 - six computer labs
 - a lap-top loan program
 - cultural and academic enrichment programs

- **Intensive English Language Program**

(IELP): <http://www.temple.edu/provost/international/ielp/>

The Intensive English Language Program (IELP) at Temple University was established over 30 years ago to offer non-credit English as a Second Language courses to non-English speakers. From elementary to advanced, the classes extend from everyday English to the language necessary for university studies. The purpose of the program is to meet each participant's English language needs and introduce her/him to American culture in classes such as: English Through Volunteering, American Icons, The Movies of Steven Spielberg, Photography and Business English. The IELP also offers students a free social excursion every week, ranging from professional sports games to trips to the beach, haunted houses, and the nearby Amish countryside; day-long trips and weekend trips may include New York City or Washington DC, or even a winter ski trip.

- **Office of Multicultural Affairs (OMCA) Student Services:**

<http://www.temple.edu/omca/sss/index.html>

The Office of Multicultural Affairs Student Services (OMCA-SS) strategically plans and implements a broad range of services and programs to assist Temple students in embracing the university's commitment to multiculturalism.

- **The Social Science Data Library (SSDL):** <http://www.temple.edu/ssdl/>

The SSDL is Temple University's repository for computerized social science data and a primary center for expertise in the analysis and presentation of such data. The primary mission of SSDL is to support research and instruction in the social sciences by making its holdings freely available to faculty and students, by creating special files tailored to the needs of specific courses or research projects, by offering classroom instruction and individual consultative assistance in the use of its holdings, by acquiring and creating new data sets in which there is likely to be instructional and research interest, and by introducing to Temple users new technologies which facilitate data analysis.

- **Dean of Students Office:** <http://www.temple.edu/studentaffairs/deanofstudents/>

The Dean of Students Office strives to provide quality programs and services for students that enhance their collegiate experience. The Dean of Students serves as an advocate for all students. The Dean of Students' Office includes the Dean of Students/Associate Vice-President for Student Affairs and an Associate Dean.

- **Office of Student**

Conduct: http://policies.temple.edu/getdoc.asp?policy_no=03.70.12

Student Conduct and Community Standards facilitates the student conduct process striving to create a campus environment conducive to learning. They help students realize their role in maintaining campus civility through educational programming and sanctioning as well as through the participants on our student conduct boards.

- **Career Center:** <http://www.temple.edu/provost/deanofstudents/careercenter/>
The Career Center provides students and alumni with a full-range of services and resources to optimize internship and employment opportunities and enhance life-long career success.

- **Temple University Graduate Student Association (TUGSA):** <http://www.tugsa.org/>
TUGSA is the first and only recognized graduate student employee union in the state of Pennsylvania. In affiliation with the American Federation of Teachers and the AFL-CIO, we at TUGSA work to effect real changes in our jobs, our lives, and our university. Here are some achievements:
 - raised TA/RA salaries by nearly \$3,000 a year since TUGSA's inception
 - won a cost-of-living wage increase (2% a year, plus a 1% bonus)
 - won free, year-round health coverage under the Keystone and CompSelect plans
 - won domestic partner coverage (setting a precedent for all other employees at Temple)
 - established a committee to work with administration on child care policies
 - limited workload to 20 hours a week
 - established a workload review process
 - won a summer health insurance rebate

- **International Student & Scholar Services (ISSS):** <http://www.temple.edu/ois/>
Temple University International Student & Scholar Services (ISSS) is committed to providing exemplary service and support to Temple University's international students, scholars and researchers. ISSS also contributes to Temple University's intellectual and cultural diversity through its service to the international student and scholar community.

- **Division of University Studies (DUS):** <http://www.temple.edu/dus/>
In recognition that not all students can or should declare an academic major upon entering college, Temple University established the Division of University Studies (DUS)-the academic home for students who have not yet decided on a school/college or major. University Studies also services students in pre-health information management.
 - **Academic Resource Center:** <http://www.temple.edu/dus/services.html>
The Academic Resource Center offers University Studies students a place to explore majors and career options. Find information on Temple majors ("checksheets"), reference our career library, or pick up a test that can help you.

- **CARE Team:** <http://www.temple.edu/studentaffairs/CARETeam.htm>

Temple University's CARE Team is a multi-disciplinary body of stakeholders from across the University which receives referrals pertaining to students of concern, collects additional information, and then identifies and enacts appropriate strategies for addressing the situation.

The CARE Team collects information on observable behavior such as:

- Unusual or erratic behavior in class, in the residence halls, during advising sessions etc.
- Extended absence from class or activities by a typically engaged student
- Written work or creative expression with troubling themes or references
- Verbal or written threats made by a student toward another student, faculty, or staff
- Written or verbal expressions of suicidal ideation or intent
- Other actions which cause an alarm or call into question the safety of the student or their peers.

For more information and more centers,

see: <http://www.temple.edu/vpus/howeare/index.htm#content>

SECTION 11: LIST OF RESOURCES USED IN THIS HANDBOOK

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- Stanford University - http://ctl.stanford.edu/handouts/web/discussion_leading.html
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- Stevens, D. D., & Levi, A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus Publishing.
- Teaching and Learning Center, Temple University - http://www.temple.edu/tlc/events/thec/matriculation_track.htm
- University of South California - http://cet.usc.edu/resources/ta_resources/working_with_faculty/checklist.html
- University of Utah - <http://web.utah.edu/taresources/Course%20Supervisor.htm#supervisor>

University of Virginia - http://trc.virginia.edu/Publications/Teaching_UVA/I_First_Day.htm

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