

TEXTILES AND CLOTHING TEACHING ASSISTANT HANDBOOK 2013-2014

FORWARD

As a Teaching Assistant, you are an extremely important and valuable part of university teaching. You will have a great deal of contact with students, undoubtedly influencing them in some manner. To make the most of the situation for everyone involved, you are encouraged to take every possible step toward developing and improving your teaching skills--skills that will be useful in any career. With some preparation and confidence, your experience as a TA will be both fulfilling and rewarding.

This Teaching Assistant Handbook is part of an overall TA training program intended to help you develop your teaching skills, acquaint you with available resources, and inform you of academic policies. This handbook supplements the UCD TA Handbook, reinforcing some of the material covered in that handbook and providing information specific to Textiles and Clothing. Other course-specific information is provided on our department website:
<http://textiles.ucdavis.edu>

Another helpful resource is available on the Center for Excellence in Teaching and Learning (CETL) website (<http://cetl.ucdavis.edu/>), formerly Teaching Resources Center. CETL is located in Surge 3, Suite 1350.

Revised August 2013
Textiles and Clothing
University of California Davis

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1. FACULTY AND STAFF

Textiles and Clothing (TxC) is a division within the College of Agricultural and Environmental Sciences at UC Davis. There are two undergraduate majors, i.e., Textiles and Clothing (TxC) and Fiber and Polymer Science (FPS) majors. Graduate students are members of several Graduate Groups (i.e., Textiles, Agricultural and Environmental Chemistry, Biological and Agricultural Engineering, Cultural Studies, Forensic Science, Materials Science and Engineering, etc). TxC faculty, staff, and graduate students are located in Everson Hall.

Faculty

You-Lo Hsieh

Chair and Professor; Master Advisor, Fiber and Polymer Science Major; Advisors, Agricultural and Environmental Chemistry Graduate Group and Forensic Science
Office: 227 (752-0843); Lab 254 (752-7364) Everson, ylhsieh@ucdavis.edu

Research Interests: Functional fibers and polymers; new fibrous and porous materials (nanofiber, nanoporous); Surface and interfacial properties (modification, wetting, adhesion); cotton fibers; natural polymers (proteins, polysaccharides).

Susan B. Kaiser

Professor and Director of Women and Gender Studies; Master Adviser Textiles and Clothing Major
Office 233; Lab 234 (752-2282) Everson, sbkaiser@ucdavis.edu

Research Interests: Social meaning(s) of clothes and fashion, with current emphases on issues of place/space in relation to gender, race/ethnicity, and sexuality; studies of the interface between apparel production and consumption (and the implications of this interface in terms of labor, the environment, and cultural representation).

Ning Pan

Professor
Office 229 (752-6232); Lab 223 (752-8984) and 225 Everson (754-6770), npan@ucdavis.edu

Research Interests: Computer modeling, nanostructured materials; biomechanics of interactions between body and textiles; physics of fibrous materials; mechanical and physical properties of polymer materials; mechanics of fibrous materials and composites; transport properties of fibrous materials; performance evaluation of fibrous materials.

Margaret H. Rucker

Professor Emeritus
Office 231 (752-2018); Lab 236 (752-6767) Everson, mhrucker@ucdavis.edu

Research Interests: Consumer information processing and decision making in the selection and use of clothing and other textile products; exchange theory (especially as applied to the gift-giving process); domestic and international marketing; the role of textile products in human health and safety.

Gang Sun

Professor; Chair, Textiles Graduate Group

Office 235 (752-0840); Lab 247 and 257 (754-6168) Everson, gysun@ucdavis.edu

Research Interests: Study of protective clothing against microorganisms and toxic chemicals, evaluation of thermal protective clothing, dyeing and functional finishing of fabrics, chemical modification of polymers, synthesis of functional monomers and preparation of new functional polymers, melt and wet fiber spinning technology, utilization and treatment of agriculture and textile waste materials.

Gyöngy Laky, *Professor Emeritus, glaky@ucdavis.edu*

Research Interests: Sculptures, environmental issues and nature. Using branch debris from agricultural, garden, park and wood prunings to create art.

S. Haig Zeronian, *Professor Emeritus, shzeronian@ucdavis.edu*

Research Interests: Chemical and physical properties of cotton and of manufactured fibers; properties of textile finishes; the relation between fine structure and tensile properties of fibers; the weathering of fibers, fluorescent brightening agents and finishes; the base hydrolysis of polyester.

Staff

Lois Standley

Room 129A Everson (752-6650), lpstandley@ucdavis.edu

Ordering: Lois takes care of purchasing supplies and equipment. Supplies, chemicals, and glassware can be ordered from a number of places including the campus storehouse, Fisher Scientific, or the UCD Bookstore. If you need to order something, first check with your instructor. Then, use the Online Purchasing System (OPS) by following these instructions:

1. To use the online purchasing system you must be set-up in the system first. Email bftvacct@ucdavis.edu with the following information:
 - a. Name, department and your Principal Investigator
 - b. Campus telephone number
 - c. Kerberos ID
2. Once set-up, go to website: <http://bftvops.ucdavis.edu>; you will need to use your Kerberos user id and passphrase to login.
3. Click new order.
4. Pick or add a vendor, click on submit button.
5. Complete order form, any special instructions should be put in the comments section. The authorizer is the instructor or whoever is authorized to approve orders. Get the account number from the instructor and enter it in the ID# field. Complete all information. Pay close attention to the Shipping Preference and Ship to fields. Fields in red are mandatory fields. Scroll down to bottom of the screen to submit order.

6. Screen will update, check for accuracy, check edit or place order.
7. Purchaser will receive a system-generated message with the tag number.
8. PI/approver will receive an email notification requesting approval and account to be charged.
9. Approve or deny.
10. Order goes directly to Acct Manager for verification of funding.
11. Order goes to Lois or other BFTV buyer for processing.
12. After processing, purchaser will receive email from BFTVBUY with:
 - a. Tag number and routing details
 - b. Order ETA/Delivery/Purchasing comments
 - c. PO/Confirmation number
 - d. Buyer/Telephone number

TIPS:

To track your order click view your order requests.

To duplicate an order, click edit orders or view all detailed histories.

To cancel an order, send email to bftvbuy@ucdavis.edu

Once items are received, be sure there are no problems, sign and date the packing slip and return it to Lois.

Keys: Lois also issues keys for TXC offices and labs, and the building doors, which are locked in the evenings. A \$5 deposit per key is required and will be refunded when you return them upon leaving the department.

Judy Blevins

Graduate Program Coordinator, Room 1204 RMI South (752-8035) jlblevins@ucdavis.edu

Graduate student advising and CRNs, forms, etc. Feel free to contact Judy if you have any questions related to your TA appointment or have other questions.

Ericka Davis

1162 RMI North (754-9813) ericka@ucdavis.edu

James Dungca

1162 RMI North (752-3014) jadungca@ucdavis.edu

Ericka and James handle payroll for the division. If you have any problems with your paycheck or if you need any other payroll help, talk to Ericka or James. As a TA, you will need to make an appointment with one of the payroll people to complete your personnel papers. They will need to see your Social Security card, driver's license, and, if you are an international student, your passport and visa. This paperwork needs to be completed **before** you start teaching so that you will be paid in a timely fashion. If you are employed by another department on campus, you still need to complete the hiring forms with the TXC department. If you are applying for financial aid while appointed as a TA, Ericka or James needs to sign the application to verify your employment with the department.

Sara Reed

1146 RMI North (752-1947) sarreed@ucdavis.edu

Chief Administrative Officer (CAO), administrative cluster for Biological and Agricultural Engineering, Food Science and Technology, Viticulture and Enology, Textiles and Clothing; Overseeing all of the office functions.

Debbie Chase

133A Everson Hall (752-0200) dechase@ucdavis.edu

Account Manager for Textiles & Clothing

2. EVENTS AND ACTIVITIES

Student Chapter of the American Association of Textiles Chemists and Colorists (AATCC)

The AATCC is a professional organization, which provides education and services to the textile and affiliated industries. It encourages research, method development, and the interchange of scientific and technical knowledge among its members. The University of California at Davis has one of the 19 AATCC Student Chapters in the U.S. A membership has many benefits including the AATCC technical manual, a monthly publication, and the annual student resume booklet. Any interested undergraduate or graduate students are welcome to become a member of AATCC and its UCD student chapter. Please see our Student Chapter Faculty Advisor (You-Lo Hsieh) for additional information.

Student Fashion Association

The Student Fashion Association is an undergraduate, student-run group, which welcomes the participation of graduate students. Typical events include field trips, social gatherings, rummage sales, and other fundraisers. You will want to stay informed of their activities for yourself and to help generate interest in your students. Website: <http://textiles.ucdavis.edu/sfa/>

Picnic Day

Picnic Day is a campus-wide annual event held on a Saturday during the beginning of Spring Quarter. Alumni and people from all around the Davis area join in this open-house event. The Student Fashion Association and the Textiles department have an annual fundraiser tie-dyeing t-shirts on the lawn in front of Everson Hall. Current and past TAs for TXC 163L are often involved and all graduate students are welcome to assist and participate.

Departmental Outreach

As a TA, you will have several opportunities to give talks or present materials regarding our mission and teaching and research programs. These presentations may be conducted on or off campus and are available to a wide range of audiences. Please talk to your major professor if you are interested in participating in these events.

3. ACADEMIC AND ADMINISTRATIVE REQUIREMENTS

GPA requirements and Full-time Status

University policy states that a TA must be a full-time (12 units per quarter) registered graduate student and maintain a grade point average of 3.00 in all upper division and graduate classes. Since the departmental funding from the university depends on the number of full-time students, it is beneficial to make sure that at least 12 units are added before the late add date.

Appointment and Time requirements

TA assignments are designated as a fraction of full time work, normally either 50% (20 hours per week) or 25% (10 hours per week). These time requirements are only averages and may vary each week depending on what needs to be done. Grading assignments or exams may take more time than the weekly average, but there will be other weeks when your TA responsibilities will not require as many hours. At the beginning of the quarter the instructor will know assignment due dates and exam dates so that you can arrange your own schedule to devote more time to your TA duties during the busy weeks. Specific TA Positions and Job Descriptions for each course will provide you with more details. (See chapter on “Specific Courses”)

TA Orientation

Our 2013-14 departmental **TA Training will be held on Friday September 20 from 1:10 – 4:00 p.m.** with light refreshments provided in 135 Everson Hall. All current and former TAs are encouraged to attend. There will also be a **lunch on Tuesday, October 1**, to welcome everyone and thank Dr. Hsieh for stepping back into the position of Chair of the division

All new TAs are required to attend a campus-wide training orientation from 7:45 a.m. - 12:15 p.m., Tuesday, September 24, 2013 as well as the department TA training on September 20, prior to beginning their teaching duties. The CETL (Center for Excellence in Teaching and Learning) orientation is held Fall Quarter during orientation week. Experienced TAs are welcome and encouraged to attend, too. The orientation provides an opportunity to acquaint new TAs with the many resources available and to provide suggestions for effective teaching to an increasingly diverse student population. Included in the orientation are group discussion sessions for TAs in their discipline areas and information on the basics of classroom communication and organization. Details about the campus-wide orientation and registration information are found at: <http://cetl.ucdavis.edu/egw/tao1>

International Teaching Assistant (ITA) requirements

SPEAK Test

The university requires first-time ITAs to take SPEAK exam (a measure of oral English proficiency) before beginning their teaching duties. Registration must be done in-person at the CETL. It is offered each quarter. Call 752-6050 for more information.

Quarterly Evaluations of ITAs

In order to monitor and provide support for first-year ITAs, Graduate Studies requires a special end-of-quarter teaching evaluation for ITAs on the courses assigned. ITAs are evaluated for the first three quarters they teach unless they have been granted a waiver from Graduate Studies.

Selection of TA assignments

Call for TA applications is announced in the Spring Quarter prior to that academic year. If you are interested in a particular assignment, consult the instructor and prior TAs of the course. In your application, state your specific interest, qualifications and prior experience, if any. TA appointments will be offered in late Spring/Summer for the following year.

4. ACADEMIC POLICIES

UC Davis Code of Academic Conduct

“All members of the academic community are responsible for preserving the academic integrity of the Davis campus. Existing policies forbid cheating on exams, plagiarism, and other forms of academic dishonesty. Academic dishonesty is contrary to the purpose of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.”

Particularly before exams, it is a good idea to remind students of their responsibility regarding academic honesty. Make it clear to your students that your concern is to uphold the Code of Academic Conduct and that you are not trying to unjustly accuse innocent students. If anyone, you as a TA or as a student, other students, or instructors- observes cheating, that person is responsible for reporting the incident. This is a serious charge, which requires evidence. As a TA, you should probably discuss the matter with the instructor first. If a third party is needed to resolve the issue, contact the Office of Judicial Affairs (752-1128).

In addition to reminding students of the Code of Academic Conduct and their responsibility regarding it, below are some suggestions from Don Dudley, Director of Student Judicial Affairs, to help prevent cheating.

For exams:

1. Monitor exams, and use alternate seating.
2. Use more than one version of multiple choice exams.
3. If using blue books, require students to turn them in and then redistribute them at random.
4. Require and inform students that all work must be shown to receive full credit.

For papers and projects:

1. Discuss the meaning of plagiarism.

2. Collect drafts of papers.
3. Require that students keep a photocopy or digital copy of all work handed in.
4. Use narrow topics for assignments, and change them every quarter so that one student's work cannot be turned in by someone else.

Posting grades and returning assignments and exams

Unless students have given written consent for others to have access to their records, which include grades and graded assignments and exams, **students' records must remain private**. As a TA, you must act to protect this privacy when posting grades and returning assignments and exams. University policy stipulates that grades may be posted using an identifier which is known only to the instructor and the student, an example being the last 6 digits of the student's identification number. When returning graded assignments and/or exams, you must use a method such that the grade is not readily visible. If any other methods are to be used, such as leaving papers in bins in the hallway or somewhere in the classroom, you must first inform your students of their right to privacy, and then have them sign a consent form waiving their right to privacy if they so choose. Students always have the option of retaining their right to privacy.

Office hours

The instructor will determine the number of office hours that each TA will be required to hold each week. Decide what day and time is best for you but have a few alternate times in mind in case a number of your students are not available at that time. Consider splitting hours; for example, 9:30-10:30 am so students who have 9-10 am classes and those who have 10-11 am classes can still have access to you. The instructor will probably announce your office hours and location at the first lecture, and you will definitely want to write them on the blackboard at your first few labs or discussions. It is also important to give them to the department office staff, so inquiries can be answered efficiently.

Once you have set your office hours, you will want to take a few steps to make them as productive as possible:

1. *Be present for the entire time.* Even if you take just a few minutes to do some photocopying or get a cup of coffee, you risk missing a student. (Leave a post-it on the door if you need to step out for a short time.) Be available to your students when you say you will be, or they might not stop by again.
2. *Give your students your undivided attention.* Tending to other things such as talking with co-workers or even eating lunch can wait until after office hours. Let your student know that you are listening and are ready to help them.
3. *Encourage students to come to your office hours.* You might facilitate this process by suggesting that everyone come to your office hours to pick up graded assignments or discuss their plans for term papers. Your students will find that you are approachable and will be more likely to come to you when they need extra help.

5. TEACHING

Leadership, authority, and confidence

The most important part of your job as a TA is **preparation**. It is imperative that you be prepared for lecture, lab, and discussion if your students are to accept your leadership and authority. Knowing the material and how to do labs and assignments are the best and easiest ways to boost your confidence. Always keep ahead of the students by doing the reading early. Being able to answer questions gives you confidence in yourself, helps to calm your nerves, and increase your students' confidence in you as a TA. Undoubtedly there will come a time when you do not know the answer to a student's question. It is better to admit this than to try to appear as though you do by giving an incorrect answer or by avoiding the question. Do your best to find the right answer, indicate you will bring a response to the next class period, or refer the student to someone who will be able to help. You will gain and keep your students' respect by always being honest and up-front with them.

An important part of being prepared is promptness. Be a few minutes early to your lab or discussion sections so that you are ready to start on time. Take these few minutes before class to write information on the blackboard, get handouts organized, or chat informally with your students. These actions will help them and you to feel more at ease. Begin teaching promptly so that your students know that you are serious about being on time and so they know you consider class time important and valuable. Do not repeat material for students who have arrived late, unless it concerns safety.

Leading a discussion

As a TA, you may be required to lead discussions. This type of classroom situation can be very instructive for students. If you are insecure about your abilities to perform the role of discussion leader, you will find an excellent resource in Wilbert McKeachie's book, *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (2005). The UCD campus-wide TA handbook from the CETL has a good section on discussions, too. Below you will find abbreviated, selected ideas from both resources.

You will need many skills to lead an effective discussion, some of which you can incorporate simply by knowing about them. Try to be as relaxed as you can while still being professional. One important skill will be the ability to initiate a good discussion and enable everyone to participate. It is helpful to get to know your students' names and enable everyone to participate. It is helpful to get to know your environment for discussion by arranging the seats in a circle and changing your position in the circle. You will need to learn how to guide the discussion by encouraging new ideas but avoiding destructive conflicts. In addition you will need to learn how to focus the discussion at the end and help the students to realize what they have learned and how it relates to the rest of the course.

Initiating the discussion

One good way to start a discussion is to **give students a common experience** to discuss. Viewing a film, doing some role-playing, or offering a demonstration, can provide stimulus for students to discuss their reactions. One benefit is that all of the students are equally prepared and all of them can discuss their own personal responses to the stimuli. Often the experience can be related to theories covered in lecture or readings.

While using a blackboard might seem more informal than other methods, it is no reason to be unorganized.

1. *Write legibly.* Writing on the blackboard is different from writing on paper. You may need to practice so that you can write neatly and large enough for all of the students to see. Early on, ask if anyone is having difficulty reading your writing.
2. *Do not talk to the blackboard.* Turn around and move away from the blackboard after you are done writing and before talking. You need to face your students if they are to hear what you have to say, and you also need to get out of their line of sight so they can see what you have written.
3. *Write only important points.* Key words or an outline of your lecture or discussion are good things to write on the blackboard. After most students are done writing down what you have written on the blackboard, elaborate verbally. **If the students are busy copying complete sentences and a lot of detailed information, they will not have time to listen to you or think for themselves.**

Laptop/projector

Most UCD classrooms are outfitted with smart panels. If you wish to show a video or CD, you can use the smart panel. If you wish to reserve a laptop or projector for presentations in class, they both can be checked out from 133A Everson. Be sure you write your reservation in the checkout binder kept on the credenza against the wall.

Developing exams and essay questions

Occasionally TA's are asked to assist with developing exam questions and assignments. This is an excellent way to learn the course material and become aware of difficult areas for students. It takes time to develop clear, unambiguous questions which test what you really intend to test, and the process becomes a test of your own knowledge of the material.

In Wilbert McKeachie's (2005) book, *Teaching Tips*, you will find a section that summarizes how to develop exams and essay questions.

Successful testing starts long before exam time. Try to decrease the stress and frustration students associate with exams. A test given very early in the quarter and not weighted much may

substantially reduce stress for the students. Frequent short exams tend to make students become lifetime learners.

Before trying to write the exam, list the goals of the course. What do you want the students to have learned? Then you can decide how many test items should be included for each goal area. You can also determine the number of items you would like in each content area. This system gives a nicely balanced exam.

Tests that require thinking may force students to study differently and retain knowledge longer. Unfortunately, it is harder to design tests that measure higher-level objectives, but it is extremely worthwhile. You can ask students for their reactions to an article, film, or other relevant item. You could ask them to compare and/or contrast two articles. The students can learn to understand at a deeper level by evaluating the methods used by the author(s) of the article. Have the student discuss how his/her discussion of the results might differ from those of the author(s). Were there other possible explanations for the results? Questions like these require analysis, integration, and application. This type of question also allows students to show how much they have assimilated and how well they can express themselves.

In general, essay exams are easy to make but take a long time to grade. Multiple choice exams take much longer to make but are very quick and easy to grade. Short answer exams are somewhere in the middle. In many disciplines, such as mathematics, a test may consist of problem sets. How will you decide what type of exam to design for your students? Some important considerations are 1) the educational goals of the course, 2) the course size, 3) reader/TA support, and 4) time limitations.

Some hints for a short answer exam would include a) leave a small space for the answer, b) limit the scope of the question, c) avoid the memorized fact questions, and d) try a question that starts "Give an example of a concept..."

Use at least one essay question per exam. Students study more efficiently for essay exams. Essay exams are also useful as a tool because your comments are a personal communication to the student and reading the essay gives the grader a better idea of how the information was assimilated.

Multiple choice exams measure knowledge and ability to discriminate. Cartoons, sketches, graphs and slides can be used effectively to make the test more fun and measure the knowledge of less verbal students. A multiple choice question should include three, four, or five possible choices. Questions that require students to "predict the outcomes" are good examples. You can get suggestions for questions from manuals or from your students. Consider making a card file with one question per card and a place for student feedback when the question is used.

McKeachie (2005) suggests the following general rules for multiple choice exam items:

1. The item should be relevant and important.
2. The item should be appropriately phrased.
3. The item should be somewhat novel, but not so much as make it too hard.

His rules for stating the problem are:

1. There should be one central problem.
2. State the problem briefly, completely and simply.
3. Write the statement in the positive form because often people fail to notice the “NOT.”
4. The problem should be understandable without reading the possible answers.

Here are some rules for constructing the “right” and “wrong” answers:

1. Wrong answers should simulate common errors made, not popular misconceptions.
2. Right answers should be checked by 2 or 3 independent experts.
3. Make the answers brief.
4. Mix the order of correct answers.
5. Numerical answers should be in numerical order.
6. Even wrong answers should not contain words unfamiliar to students.
7. Use “all of the above” and “none of the above” rarely. Usually they are used when you can’t think of another wrong answer.
8. Avoid questions in which the correct answer can be deduced from irrelevant clues such as the following:
 - a) Statements using terms like “always” and “never” are rarely right answers.
 - b) Longer, more elaborate alternatives are frequently right answers.
 - c) Alternatives that don’t complete the statement using correct grammar are obviously wrong.

Improving your teaching

The CETL (Center for Excellence in Teaching and Learning) provides individual consultation, ways of collecting formal and informal feedback from students, as well as videotaping services. Seeing yourself in action is an excellent start to improving your teaching skills. You can see firsthand what you do and don’t like about your teaching style and if you are achieving the effect you intend. Arrangements to have a lab or discussion videotaped can be made with the CETL. Afterwards, you may view the tape alone, with your instructor or other TAs, or with a CETL consultant.

SPECIFIC COURSES

Included in the following section are generalized Course Description and TA position statements to give you a general sense of how a course is organized and what your responsibilities may be. Remember that you should discuss the document for your class with the instructor prior to the beginning of instruction. Much longer and more detailed documents have been prepared and are available on the department website.

TXC 6

This class establishes the foundation for many upper division TXC and FPS courses. Very important information is given in this class that is critical to understanding the field of textiles and clothing. The labs can be overwhelming, but they are intended to be positive learning experiences if the TA encourages students to take their time and ask questions. There are typically several non-majors in the class, so if you are successful in stimulating their interest, you may also help them see themselves as a TXC or FPS major.

TXC 6 TA Position Description

Duties

Weekly	Hours per week
Attend TXC 6 lectures and assist as needed	3
Set up for TXC 6 labs	6
Conduct TXC 6 labs (3 sections)	6
Hold office hours	2
Grade and record laboratory reports	3

Supervision and Evaluation

The TA will be directly supervised by the instructor and will meet with the instructor as needed. The performance and interpersonal interactions of the TA will be evaluated through personal observation by the instructor. Student evaluations of the TA's performance will be collected at the end of the quarter, reviewed with the TA, and placed in the TA's teaching file. During periodic meetings of the TA with the instructor, the TA will be given feedback about his/her performance.

TA Training

The TAs will be trained by meeting with the instructor at the beginning of the quarter. The instructor will go over the elements of the course and the methods of grading and student evaluation with the TA. The instructor will be available to the TA to answer questions and provide additional training as needed.

TA Signature

Print Name

Date

TXC 7

This course is another of our courses that is taken by many non-majors and represents an opportunity to recruit interested students into one of our majors. TXC 7 introduces students to the concepts of cultural studies and style.

TXC 7 TA Position Description

Duties

Weekly	Hours per week
Attend TXC 7 lectures, take notes, and assist as needed	3
Attend TA meetings	1
Prepare for TXC 7 discussion sections	3
Conduct TXC 7 discussion sections (2-3 sections)	3
Hold office hours	2
Communicate with students via e-mail, phone	1
Grade assignments, exams, papers	4
Other duties as needed	3

Supervision and Evaluation

The TA will be directly supervised by the instructor and will meet with the instructor as needed. The performance and interpersonal interactions of the TA will be evaluated through personal observation by the instructor. Student evaluations of the TA's performance will be collected at the end of the quarter, reviewed with the TA, and placed in the TA's teaching file. During periodic meetings of the TA with the instructor, the TA will be given feedback about his/her performance.

TA Training

The TAs will be trained by meeting with the instructor at the beginning of the quarter. The instructor will go over the elements of the course and the methods of grading and student evaluation with the TA. The instructor will be available to the TA to answer questions and provide additional training as needed.

TA Signature

Print Name

Date

TXC 8

This course is another of our courses that is taken by many non-majors and represents an opportunity to recruit interested students into one of our majors. TXC 8 introduces students to the textile and apparel industries.

TXC 8 TA Position Description

Duties

Weekly	Hours per week
Attend TXC 8 lectures, take notes, and assist as needed	4
Grade assignments, exams, papers	4
Other duties as needed	2

Supervision and Evaluation

The TA will be directly supervised by the instructor and will meet with the instructor as needed. The performance and interpersonal interactions of the TA will be evaluated through personal observation by the instructor.

TA Signature

Print Name

Date

TXC 107

TXC 107 is a GE course that attracts many non-majors. The course emphasizes the theoretical and methodological issues related to the social psychology of clothing and personal appearance. Students are expected to do a great deal of writing, editing, and library research, all of which are designed to encourage students to integrate, compare, and apply key theories and concepts in the course. Labs will simulate many of the current methodologies used in the area. The lecture and labs rely heavily on visual materials. The student emails, multiple writing assignments, and weekly labs make TXC 107 a very exciting and challenging course for a TA.

TXC 107 TA Position and Job Description

Weekly	Hours per week
Attend lectures (3 hours/week) and take notes	3
Lead 1-3 lab sections (approx. 20 students in each)	3
Hold 2 non-consecutive office hours	2
Pre-lab preparation	2
Attend TA meetings	2
Do jobs from list (copying, library research, AV)	2

Quarterly	Hours per quarter
Attend pre-course planning meetings (2)	2
Attend workshops on grading/writing	2
Grade lab assignments	12
Record student names/numbers/grades	5
Grade midterms	10
Grade final	5
Grade paper/project	20
Attend pre-project grading meeting	2
Attend post-final grade determination session	2
Average total hours per week (estimate)	20

Supervision: TAs are supervised by the instructor teaching the course. Problems, concerns, suggestions, or questions about all course aspects or policies—content material or references, grading practices, individual student needs, make-up policy, etc.—should be directed to the instructor.

Evaluation: TAs will be evaluated during their last discussion section of the quarter using the departmental student survey form. Additionally, the instructor may evaluate in writing all TAs at the end of the quarter. Evaluations by the instructor will state clearly the basis for the evaluation, i.e., two classroom visits, numerous student comments, personal observations of teaching or course-related activities throughout the quarter, etc.

Special Circumstances: Student writing assignments are major components of this course. Marking and grading the papers/projects take a large proportion of TA time. TAs are expected to hold additional office hours in the week before the project deadline. TAs are expected to be to lab at least five minutes early and to arrive promptly at all TA meetings/sessions/workshops and for lecture each Tuesday and Thursday. In addition, TAs are expected to conform to the grading schedule that will be given at the beginning of the quarter so the students will get quick feedback on their work. TAs will stay to grade final exams until all of the grades are recorded and submitted. Check with instructor when making plans to leave for the winter break.

TA Signature

Print Name

Date

FPS 161L TA Position and Job Description

Lecture 3 hrs/week
Laboratory 3 hrs (approx. 12 students)

Weekly	Hours per week
Attend lectures and take notes	3
Provide assistance for lab section	3
Grade lab assignments	2
Pre-lab preparation	1.75
Attend meetings with instructor	0.25

Quarterly	Hours per quarter
Attend pre-course planning meetings (2)	1
Grade and record midterm(s)	4
Grade and record final	4
Attend pre-final planning session	1
Attend post-final planning session	1

Average total hours per week (estimate)	10
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Supervision: The faculty member teaching the course is the primary supervisor of the TA. Problems, concerns, suggestions, or questions about all course aspects or policies should be directed to the faculty member in charge.

Evaluation: The TA will be evaluated during the last discussion section of the quarter using the departmental student survey form. Additionally, the instructor may compose a written evaluation of the TA at the end of the quarter. All evaluations will be made available to the TA in a reasonable amount of time.

TA Signature

Print Name

Date

TXC 162 and 162L

As a TA for these classes, you are expected to have knowledge of the material covered in TXC 6 as well as knowledge of basic statistics. Many different pieces of equipment are used in the lab, so you will need to learn the proper use of each before the quarter begins.

TXC 162 and 162L TA Position and Job Description

Lecture 3 hrs/week
Laboratory 3 hrs x 3 sections (approx. 10 students in each)
1 TA assigned to course

Weekly	Hours per week
Attend lectures and take notes	3
Assistance for 3 lab sections	5
Grade lab assignments (20 x 10 min)	3.5
Pre-lab preparation	4
Attend TA meetings	1
Quarterly	Hours per quarter
Attend pre-course planning meetings (2)	2
Grade one midterm (20 x 15 min)	5
Grade final (20 x 15 min)	5
Attend pre-final planning session	2
Attend post-final planning/norming session	2
Average total hours per week (estimate) [weekly total (quarterly total/10)]	18 - 20

Supervision: The faculty member teaching the course is the primary supervisor of all TAs. Problems, concerns, suggestions, or questions about all course aspects or policies should be directed to the faculty member in charge.

Evaluation: TAs will be evaluated during their last discussion section of the quarter using the departmental student survey form. Additionally, the instructor may evaluate in writing all TAs at the end of the quarter. All evaluations will be made available to the TA in a reasonable amount of time.

TA Signature

Print Name

Date

TXC 163 and 163L

As a TA for these classes, you are expected to have knowledge of the material covered in TXC 163 as well as knowledge of basic statistics. Many different pieces of equipment are used in the lab, so you will need to learn the proper use of each before the quarter begins.

TXC 163and 163L TA Position 50% (25%)

Lecture 3 hrs/week

Laboratory 3 hrs x 3 sections (approx. 13 students in each)

Weekly	Hours per week
Attend lectures and take notes	3 (1)
Assistance for 2 lab sections	6 (3)
Grade lab assignments (13 x 10 min)	2.5 (2)
Pre-lab preparation	4 (2)
Attend TA meetings	1 (1)
Quarterly	Hours per quarter
Attend pre-course planning meetings (2)	2 (1)
Grade one midterm (20 x 15 min)	5 (2.5)
Grade final (20 x 15 min)	5 (2.5)
Attend pre-final planning session	2 (1)
Attend post-final planning/norming session	2 (1)
Average total hours per week (estimate) [weekly total (quarterly total/10)]	18 – 20 (8-10)

Supervision: The faculty member teaching the course is the primary supervisor of all TAs. Problems, concerns, suggestions, or questions about all course aspects or policies should be directed to the faculty member in charge.

Evaluation: TAs will be evaluated during their last discussion section of the quarter using the departmental student survey form. Additionally, the instructor may evaluate in writing all TAs at the end of the quarter. All evaluations will be made available to the TA in a reasonable amount of time.

TA Signature

Print Name

Date

TXC 171

TXC 171 is designed to introduce materials science principles as related to performance evaluation of clothing structures for functional applications. The TA's primary responsibilities include preparing for the experiments, communicating with the students via course website and course email list, and facilitating safe and efficient practices in the laboratory.

TXC 171 TA Position and Job Description

Responsibilities: (Specific hours may vary depending upon percent of TA allocated for course)

Participation and assistance in lectures:

Attend lectures and take notes.

Assist with the preparation of lecture materials and management of equipment (projector, laptop projection screen).

Assistance in the laboratory/discussion sessions:

Learn the concepts, purposes, procedures. Read all materials developed for course.

Prepare the laboratory or discussion including materials/supplies and equipment setups

Keep a record of students' attendance and progress in labs.

Ensure the safety of the students.

Maintain proper order and use of equipment.

Keep inventory of and restock materials and supplies for lab.

Weekly meeting with instructor(s):

Go over materials and/or setups needed (lectures and labs) for the following week.

Discuss any questions, concerns, and irregularities in lectures and labs.

Office hours/Open labs:

The TA's office hours are open lab hours during which students can make up and/or keep up with lab work as well as asking questions pertaining to lectures and labs.

Grading:

Assist with the evaluation of lab reports and assignments.

Assist in grading exams.

Supervision: TAs are supervised by the instructors teaching the course. Problems, concerns, suggestions, or questions about all course aspects or policies—content material or references, grading practices, individual student needs, make-up policy, etc—should be directed to the instructors.

Evaluation: TAs will be evaluated by students during the last laboratory/discussion session. Evaluations will be made available to the TA in a reasonable amount of time and will be kept in the TA's permanent file.

TA Signature

Print Name

Date

TXC 173

This course involves the study of basic elements of fashion marketing including philosophy and objectives, organization, merchandising, pricing, promotion and personnel.

TXC 173 Reader Position Description – 12.5% appointment

Duties: (These are estimates for planning purposes; actual schedules and totals will vary)

Weekly

Attend lectures, take notes, and assist as needed.
Other duties as needed.

Hours per week

3
1

Quarterly

Help grade midterm and final exams

Hours per quarter

10

Supervision

The instructor teaching the course will supervise the reader and will meet with the reader as needed.

Reader Signature

Print Name

Date

TXC 174

This course is another of our courses that is taken by many non-majors and represents an opportunity to recruit interested students into one of our majors. TXC 174 introduces students to the concepts and theories of world trade in the textiles and apparel industries.

TXC 174 TA Position Description

Duties

Weekly	Hours per week
Attend TXC 174 lectures, take notes, and assist as needed	4
Attend TA meetings	1
Prepare for TXC 174 discussion sections	2
Conduct TXC 174 discussion sections (2-3 sections)	3
Hold office hours	2
Communicate with students via e-mail, phone	1
Grade assignments, exams, papers	4
Other duties as needed	3

Supervision and Evaluation

The TA will be directly supervised by the instructor and will meet with the instructor as needed. The performance and interpersonal interactions of the TA will be evaluated through personal observation by the instructor. Student evaluations of the TA's performance will be collected at the end of the quarter, reviewed with the TA, and placed in the TA's teaching file. During periodic meetings of the TA with the instructor, the TA will be given feedback about his/her performance.

TA Training

The TAs will be trained by meeting with the instructor at the beginning of the quarter. The instructor will go over the elements of the course and the methods of grading and student evaluation with the TA. The instructor will be available to the TA to answer questions and provide additional training as needed.

TA Signature

Print Name

Date

7. FACILITIES

Teaching laboratories

Room 226 Everson is a non-chemical teaching lab for TXC 6, TXC 162L and TXC 171. Room 246 Everson is a teaching lab used primarily for wet chemistry experiments such as those done in TXC 6, 161L, and 163L. Because safety is so important, it bears restating that TAs teaching in this lab must know the location and proper use of the eye wash, fire extinguisher, and first aid kit before the quarter begins. Any problems such as leaking pipes need to be reported immediately to the **professor in charge** of the laboratory, the Chair of Textiles and Clothing (Dr. You-Lo Hsieh), and Lois Standley in 129 Everson. We cannot afford to let little mishaps become big ones.

Photocopying

Frequently a TA is asked to make photocopies of articles, assignments, and exams. Ask the instructor for the class's teaching keycard for the photocopier in the Everson lobby so the department can keep the teaching charges separate from the research charges.

Mailbox

All graduate students and TXC employees are given a mailbox in room 133 Everson Hall, where you will receive all campus and U.S. mail addressed to you at the department. Since the mailboxes are open and accessible to everyone, messages are often left there. You may tell your students to leave assignments in your mailbox, but keep in mind that this area is not necessarily secure or private. Also, students often do not realize that mail goes above your name and therefore may put mail in the wrong box. It is better to have the student hand important papers to one of the student assistants or office staff in the reception area so it can be date stamped and put in the correct box. Intercampus and US Mail delivery/pickup is two days a week on Tuesdays and Thursdays in the afternoon.

Stationery supplies

Pens, paper, folders, and other stationery supplies needed for TA-related duties are available in the large cabinet in the TXC main office, room 129. Please take what you will need but do not "stock-pile" supplies as tight budgets could prevent an adequate supply of materials by the end of the year. If you should notice that the supply is getting low, please tell Lois so she can order more. If you need large quantities of some items or an item not typically stocked in the supply cabinet, please work with your instructor to place an order in the Online Purchasing System (OPS).

Lunch Room (The Louise Ko Graduate Student Lounge)

Room 253 is a chemical-free room where graduate students and researchers are welcome to take breaks and eat their lunches. This redesigned room holds a refrigerator, sink, microwave, water dispenser, table, chairs, and a couch. Please keep this area free of chemicals by washing hands and removing lab coats before entering.

Refrigerator

The lunch room fridge is available for the convenience of our staff, students, and faculty, so please do not store your groceries in this fridge. It is your responsibility to discard your own leftovers. The refrigerator will be cleaned monthly; any expired or non-labeled food containers will be discarded.

Sink

Do not dump leftover food and trash (including tea bags) into the sink!

Microwave

While warming food in the microwave, please use a cover. If your food splatters while heating, please clean the microwave in order to ready it for others.

Water dispenser

If the water dispenser is running low on water, please take the time and effort to supply it with a full bottle.

Table

Please make sure all leftover food and trash (empty bottles, cups, used napkins, etc.) ends up in the trash can. Do not leave them on the lunch table.

8. SAFETY RULES FOR LABORATORY WORK

The following rules are designed for your safety in the laboratory. The Laboratory Instructor (TA) has complete authority for enforcement of these rules and any other procedures to ensure safe practices in carrying out the laboratory work. Violations of these rules are grounds for expulsion from the laboratory.

1. **No one is allowed in the laboratory without the supervision of a laboratory instructor or course instructor. No laboratory work will be done without supervision. Perform only authorized experiments, and only in the manner instructed: Do not alter experimental procedures, except as instructed.**
2. **Approved safety goggles must be worn at all times.** At **NO** time are safety glasses of any kind acceptable in the laboratory. Goggles must be worn by **EVERY** student in the lab until **EVERYONE** has finished with the experimental procedure and has put away **ALL** glassware. Safety goggles may **not** be modified in any manner.
3. **Closed-toed, closed-heel shoes, long pants and lab coats must be worn at all times.** Gloves should be worn as instructed in the experimental protocol or by the instructor. Inadequate protection often leads to injury. Avoid wearing expensive clothing to lab as it may get damaged.
4. **Absolutely NO food or drinks are allowed in the laboratory.**

Five campus policies address the prohibition pertaining to the storage, consumption and use of food, beverage, medicine, tobacco, chewing gum, and the application of contact lenses or cosmetics in laboratories where chemical, biological or radioactive materials are used or stored. Strict adherence to these policies is mandatory and greatly reduces an individual's risk of exposure to hazardous materials.

5. **Learn the location and how to operate the nearest eyewash fountain, safety shower, fire extinguisher, and fire alarm box.**

First aid for acid or base in the eyes is to wash with copious amounts of water using the eyewash fountain for 15 minutes. Then immediately go to the Student Health Center for further treatment.

First aid for acid or base on skin or clothing is to wash thoroughly with water for 15 minutes. Use the emergency shower if appropriate.

6. **All operations in which noxious or poisonous gases are used or produced must be carried out in the fume hood.**
7. **Confine/secure long hair while in the laboratory.** Hair can catch on fire while using open flames.
8. **Mouth suction must never be used to fill pipettes. Always use a bulb to fill pipettes.**
9. **All accidents, injuries, explosions, or fires must be reported at once to the laboratory instructor.**

10. In cases where the laboratory TA or course instructor decides that the extent of an injury is serious enough to warrant inspection and treatment by the Student Health Service, the student must visit these facilities if requested to do so; students are also encouraged to seek medical attention if they deem it necessary. The student should always be accompanied to the Student Health Center by someone. In cases of serious injury, call 911 for an ambulance.
11. **Playing around and carelessness are not permitted. You are responsible for everyone's safety.**
12. **Maintain a reasonably neat working area.** If you spill water or a reagent, or break a piece of glassware, clean it up immediately. Any spilled reagents must also be wiped up immediately. Exercise the appropriate care to protect yourself from skin contact with the substance. Clean off your lab workbench before leaving the laboratory.
13. **Put all toxic or flammable waste into the appropriate waste container(s) provided in your laboratory.**
14. **Containers of chemicals may not be taken out of the laboratory, except to the dispensary for refill, replacement, or the exchanging of full waste jugs for empty ones. All containers must be CAPPED before you take them into the hallway and to the dispensary: never take uncapped glassware containing chemicals into the hallways or other public areas.**
15. **The doors to the laboratory must remain closed except when individuals are actively entering or exiting the lab.** Do NOT hold the door open with chairs, stools, or any other objects.
16. **The student must have one UNGLOVED hand when outside the laboratory.** Only use the ungloved hand to open doors. Gloves are presumed to be contaminated and must not come into contact with anything outside the laboratory except containers of chemicals.
17. **Specific permission from your laboratory instructor is required before you may work in a laboratory other than the one to which you have been assigned.** Only laboratory rooms where the same laboratory course is currently operating may be used for this purpose.
18. **You must sign the Safety Acknowledgement sheet before you may work in the lab.** If you have questions about these rules and procedures, please ask your laboratory instructor *before* starting *any* laboratory work in this course.
19. **Establish an appropriate waste container with properly filled out chemical waste label BEFORE pouring any chemical waste.** See related SafetyNet (including #4, 6, 12, 34, 43, 124) for proper chemical waste handling and disposal. Correctly labeled container helps to avoid mixing wrong chemical wastes.

9. 101 Things You Can Do in the First Three Weeks of Class

by Joyce Powlacs Lunde

<http://www.unl.edu/gradstudies/gsapd/resources/teachingtips/101things.shtml>

Introduction

Beginnings are important. Whether it is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the semester off well. Students will decide very early--some say the first day of class--whether they will like the course, its contents, the teacher, and their fellow students.

The following list is offered in the spirit of starting off right. It is a catalog of suggestions for college teachers who are looking for fresh ways of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go in August, most college teachers can usually make adjustments in teaching methods as the course unfolds and the characteristics of their students become known.

These suggestions have been gathered from college teachers. The rationale for these methods is based on the following needs:

- to help students make the transition from high school and summer activities to learning in college; to direct students' attention to the immediate situation for learning--the hour in the classroom;
- to spark intellectual curiosity--to challenge students;
- to support beginners and neophytes in the process of learning in the discipline;
- to encourage the students' active involvement in learning; and
- to build a sense of community in the classroom.

Here, then, are some ideas for college teachers for use in their courses in the new academic year:

Helping Students Make Transitions

1. Hit the ground running on the first day of class with substantial content.
2. Take attendance: roll call, clipboard, sign in, seating chart.
3. Introduce teaching assistants by slide, short presentation, or self-introduction.
4. Hand out an informative, artistic, and user-friendly syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
8. Give a learning style inventory to help students find out about themselves.
9. Direct students to the Learning Skills Center for help on basic skills.
10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use, study tips, supplemental readings and exercises.
12. Explain how to study for the kind of tests you give.
13. Put in writing a limited number of ground rules regarding absence, late work, testing procedures, grading, and general decorum, and maintain these.
14. Announce office hours frequently and hold them without fail.
15. Show students how to handle learning in large classes and impersonal situations.
16. Give sample test questions.

17. Give sample test question answers.
18. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
19. Seek out a different student each day and get to know something about him or her.
20. Ask students to write about what important things are currently going on in their lives.
21. Find out about students' jobs; if they are working, how many hours a week, and what kind of jobs they hold.

Directing Students' Attention

22. Greet students at the door when they enter the classroom.
23. Start the class on time.
24. Make a grand stage entrance to hush a large class and gain attention.
25. Give a pre-test on the day's topic.
26. Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic.
27. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
28. Have students write down what they think the important issues or key points of the day's lecture will be.
29. Ask the person who is reading the student newspaper what is in the news today.

Challenging Students

30. Have students write out their expectations for the course and their own goals for learning.
31. Use variety in methods of presentation every class meeting.
32. Stage a figurative "coffee break" about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, shift media.
33. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, the outdoors.
34. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
35. Share your philosophy of teaching with your students.
36. Form a student panel to present alternative views of the same concept.
37. Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
38. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences.
39. Tell about your current research interests and how you got there from your own beginnings in the discipline.
40. Conduct a role-play to make a point or to lay out issues.
41. Let your students assume the role of professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, engineer.
42. Conduct idea-generating brainstorming sessions to expand horizons.
43. Give students two passages of material containing alternative views to compare and contrast.
44. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
45. Ask students what books they read over summer.
46. Ask students what is going on in the state legislature on this subject which may affect their future.
47. Let your students see the enthusiasm you have for your subject and your love of learning.
48. Take students with you to hear guest speakers or special programs on campus.
49. Plan a "scholar-gypsy" lesson or unit which shows students the excitement of discovery in your discipline.

Providing Support

50. Collect students' current telephone numbers and addresses and let them know that you may need to reach them.
51. Check out absentees. Call or write a personal note.
52. Diagnose the students' pre-requisite learning by a questionnaire or pre-test and give them the feedback as soon as possible.
53. Hand out study questions or study guides.
54. Be redundant. Students should hear, read, or see key material at least three times.
55. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.
56. Use non-graded feedback to let students know how they are doing: post answers to ungraded quizzes and problem sets, exercises in class, oral feedback.
57. Reward behavior you want: praise, stars, honor roll, personal note.
58. Use a light touch: smile, tell a good joke, break test anxiety with a sympathetic comment.
59. Organize. Give visible structure by posting the day's "menu" on chalkboard or overhead.
60. Use multiple media: overhead, slides, film, videotape, audiotape, models, sample materials.
61. Use multiple examples, in multiple media, to illustrate key points and important concepts.
62. Make appointments with all students (individually or in small groups).
63. Hand out wallet-sized telephone cards with all important telephone numbers listed: office, department, resource centers, teaching assistant, lab.
64. Print all important course dates on a card that can be handed out and taped to a mirror.
65. Eavesdrop on students before or after class and join their conversation about course topics.
66. Maintain an open lab gradebook, with grades kept current, during lab time so students can check their progress.
67. Check to see if any students are having problems with an academic or campus matter and direct those who are to appropriate offices or resources.
68. Tell students what they need to do to receive an "A" in your course.
69. Stop the world to find out what your students are thinking, feeling, and doing in their everyday lives.

Encouraging Active Learning

70. Having students write something.
71. Have students keep three-week three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
72. Invite students to critique each other's essays or short answers on tests for readability or content.
73. Invite students to ask questions and wait for the response.
74. Probe students responses to questions and their comments.
75. Put students into pairs or "learning cells" to quiz each other over material for the day.
76. Give students an opportunity to voice opinions about the subject matter.
77. Have students apply subject matter to solve real problems.
78. Give students red, yellow, and green cards (made of posterboard) and periodically call for a vote on an issue by asking for a simultaneous show of cards.
79. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems (a portable microphone helps).
80. Ask a question directed to one student and wait for an answer.
81. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
82. Do oral, show-of-hands, multiple choice tests for summary, review, and instant feedback.
83. Use task groups to accomplish specific objectives.
84. Grade quizzes and exercises in class as a learning tool.
85. Give students plenty of opportunity for practice before a major test.
86. Give a test early in the semester and return it graded in the next class meeting.
87. Have students write questions on index cards to be collected and answered the next class period.

88. Make collaborative assignments for several students to work on together.
89. Assign written paraphrases and summaries of difficult reading.
90. Give students a take-home problem relating to the day's lecture.
91. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.'

Building Community

92. Learn names. Everyone makes an effort to learn at least a few names.
93. Set up a buddy system so students can contact each other about assignments and coursework.
94. Find out about your students via questions on an index card.
95. Take pictures of students (snapshots in small groups, mug shots) and post in classroom, office or lab.
96. Arrange helping trios of students to assist each other in learning and growing.
97. Form small groups for getting acquainted; mix and form new groups several times.
98. Assign a team project early in the semester and provide time to assemble the team.
99. Help students form study groups to operate outside the classroom.
100. Solicit suggestions from students for outside resources and guest speakers on course topics.

Feedback on Teaching

101. Gather student feedback in the first three weeks of the semester to improve teaching and learning.

Taken from <http://www.unl.edu/gradstudies/gsapd/resources/teachingtips/101things.shtml>

10. The Ripple Effect: Sexual Harassment Affects Us All

WHAT IS SEXUAL HARASSMENT?

Sexual harassment can be defined as: **unwanted sexual attention** in the work or learning environment. In some cases, this occurs when a person in a position of power uses that power **to coerce a subordinate into providing sexual favors**. The imbalance of power creates a situation in which the subordinate does not feel free to say "no." Some examples of this type of behavior include:

- unwanted, repeated requests for dates
- offering employment or educational benefits in exchange for personal attention
- repeated attempts to turn a professional relationship into a personal one

In some instances of sexual harassment, there is behavior of a sexual nature in the workplace or learning environment which creates **an intimidating, offensive or hostile environment** that affects people's ability to do their job or learn. This behavior may occur between peers or between people with unequal power. Some examples of this type of behavior include:

- personal comments or questions
- sexual jokes and innuendoes
- unwanted, repeated requests for dates
- suggestive looks, gestures and sounds
- sexual touching
- posters or cartoons

Sexual harassment produces a far-reaching "ripple effect," whether it occurs on campus or at the Medical Center. Of course, the individuals directly involved are affected by the emotional, physical and often financial repercussions of sexual harassment, and the ripple effect extends to others, too. Co-workers, classmates, friends and family members can also be hurt.

Because of the ripple effect created by sexual harassment, sometimes complaints are made by a **third party**. This is someone who is not the direct recipient of unwanted sexual attention, but who feels that this behavior has created an offensive or intimidating environment for them.

At times, our words and actions are perceived differently from how we intend them. It is important to note that it is the **impact** of the behavior, not the **intent**, which is used to determine whether the behavior constitutes sexual harassment.

Sexual harassment may occur in other scenarios as well; the examples listed above are just some of the forms it may take. In any form, **sexual harassment is illegal**. It is a violation of Title VII of the Federal Civil Rights Act, Title IX of the Education Code, California State Law and the University of California Policy and Procedures. **Retaliating** against someone for complaining about sexual harassment is also illegal and against University policy.

Remember, everyone at UCD and UCDCM is entitled to an environment free of sexual harassment.

WHAT CAN YOU DO? If you feel that you may be experiencing sexual harassment:

- Don't blame yourself. You have not asked for this attention.
- Get personal support. Don't let feelings of self-doubt or confusion stop you from seeking help or speaking out. Consider talking to any of the resources listed below.
- Act quickly. The behavior will not go away. Often the behavior escalates rather than diminishes. Also, some options for remedy expire after thirty days.
- Keep a record. Note dates, places, times and witnesses, as well as the nature of the harassment.
- Learn your rights and resources. Call any of the resources listed on this brochure for confidential assistance.

If you are concerned about being accused of sexual harassment:

- Examine your own behavior: Could it be interpreted as sexual harassment, even if that's not your intent?
- Ask yourself how you would feel if someone acted this way toward your significant other, son or daughter.
- Learn your rights and resources. Call any of the resources listed on this brochure for confidential assistance.

http://www.hr.ucdavis.edu/Employee_and_Labor_Relations/Resources/Sexual_Harassment/

11. CAMPUS-WIDE SUPPORT

There are many resources on campus which may be of help to you as a TA. The list below is a sampling and is not exhaustive.

CETL – Center for Excellence in Teaching and Learning, Surge 3, Suite 1350, 752-6050

The Teaching Resource Center offers many services aimed at improving the teaching at UCD. In addition to the services already mentioned in this handbook, the CETL offers mid- and end-of-quarter student evaluations, workshops on teaching skills, seminars on university teaching, and Scantron grading machines.

Media Distribution Lab, Shields Library Reserves, 752-2760

Specializes in the viewing, editing, and distribution of various types of media - <http://www.lib.ucdavis.edu/dept/reserves/>.

Meyer Media Lab, 154 Meyer Hall, 752 5215

The Meyer lab's software includes Adobe Illustrator, Photoshop, Pagemaker, and Premier, Microsoft Powerpoint, Macromedia Director, DeskScan II, and more. Because multimedia equipment is popular, it is often a good idea to call ahead and reserve a station.

Media Works, Surge II, 752-2133

Mediaworks provides professional media services and support within four broad areas: graphic art, photography, video and audio, and educational technology.

Student Academic Success Center, 2205 Dutton Hall, 752-2013

Individual and group workshops are given by the Student Academic Success Center in reading, writing, math, science, study skills, and English as a second language. Many workshops are designed to help with specific classes. If you or one of your students is having difficulty in any of the areas listed above, this is an excellent place to start getting help.

Campus Writing Center, 172 Voorhies Hall, 752-2257

The Campus Writing Center gives individual and group workshops aimed at improving and evaluating student writing, designing effective writing assignments, and grading efficiently.

The Student Counseling and Psychological Services, 219 North Hall, 752-0871

Individual and group counseling by professionals is available at this Center for personal problems as well as educational and vocational problems. The Center also provides career-interest testing and personality testing.

12. REFERENCES

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Brinkley, A., B. Dessants, M. Flamm, and C. Fleming. 1999. *The Chicago Handbook for Teachers: A practical guide to the college classroom*, Chicago: University of Chicago Press.

Davis, Barbara Gross. 1993. *Tools for Teaching*, 1st ed., San Francisco: Jossey-Bass.

Johnson, Glenn R. 1995. *First Steps to Excellence in College Teaching*, Atwood Publications.

McKeachie, W. 2005. *Teaching Tips: Strategies, research, and theory for college and university teachers*, Houghton Mifflin College.

UCD TA Handbook, revised edition 2003. May be accessed at the UC Davis Graduate Studies website: <http://gradstudies.ucdavis.edu/continuing/tahandbook.pdf>

There are many other resources on teaching available in Shields Library under the LB call letters. The CETL has a more limited library, but does have consultants who can help you find what you need.