

**GUIDELINES FOR  
GRADUATE TEACHING  
ASSOCIATES**



**THE OHIO STATE  
UNIVERSITY  
DEPARTMENT OF SOCIOLOGY  
(REVISED 8/2007)**

# INTRODUCTION

This is the latest update of the Department of Sociology's *Guidelines for Graduate Associates*, first distributed in 1987.

An attempt has been made here to collect and formalize many bits of information that exist as rules and regulations in diverse places; norms and practices never formally stated, but accepted as fairly common practice; and generally useful ideas about teaching that have been gained through experience and trial and error.

We hope that these Guidelines will help clarify, structure, and orient Graduate Teaching Associates in the Department of Sociology. All Graduate Teaching Associates are expected to have read and be familiar with all material in these Guidelines.

Pamela Paxton  
Chair, Instructional Committee

Dana Haynie  
Director of Graduate Studies

Paul Bellair  
Director of Undergraduate Studies

Amanda Miller  
Coordinating GTA

# TABLE OF CONTENTS

Page

INTRODUCTION .....	i
TABLE OF CONTENTS.....	ii
<b>1. GRADUATE ASSOCIATE (GA) APPOINTMENTS.....</b>	<b>1</b>
1a. Requirements for Appointment .....	1
1b. Training Requirements .....	1
1c. Maximum Duration of Financial Support .....	1
1d. Compensation .....	2
1e. Terms of Appointment and Hours of Work.....	2
1f. Concurrent Appointments.....	2
1g. Criteria for Appointment or Reappointment .....	3
1h. Schedule for Application and Notification.....	3
1i. Leaves of Absence.....	3
1j. Termination of Appointment .....	4
1k. Grievance Procedures .....	4
1l. Resignation .....	5
1m. Petitions .....	5
<b>2. TYPES OF GRADUATE ASSOCIATES.....</b>	<b>6</b>
2a. Graduate Research Associates (GRA).....	6
2b. Graduate Administrative Associates (GAA).....	6
2c. Graduate Teaching Associates (GTA).....	7

2c.1. Teaching Associates with Independent Classes.....	7
2c.2. Teaching Associates with Recitation Sections .....	7
2c.3. Teaching Associates without Recitation Sections.....	7
2c.4. Laboratory Associates .....	8
2d. Work Load.....	8
<b>3. TEACHING RESPONSIBILITIES .....</b>	<b>9</b>
3a. Teaching Associates With and Without Recitation Sections .....	9
3b. Teaching Associates Who are Independent Instructors.....	11
3b.1. Course Outline (Syllabus) .....	11
3b.2. Textbook Orders.....	12
3c. Departmental Policies for Instruction.....	12
3c.1. Class Meetings .....	12
3c.2. Absence from Class.....	13
3c.3. Examinations .....	13
3c.4. Office Hours .....	13
3c.5. Class Rosters .....	14
3c.6. Class Records .....	14
3c.7. Final Grades .....	15
3c.8. Grade Changes.....	15
3c.9. Incomplete Grades .....	15
3c.10. Retention of Class Records.....	16
3c.11. Evaluation .....	17

	<u>Page</u>
3c.12. Unpaid Fees.....	17
<b>4. CLASSROOM CONDUCT AND TEACHER-STUDENT RELATIONSHIPS .....</b>	<b>18</b>
<b>5. RESOURCES.....</b>	<b>21</b>
5a. Office Space and Services .....	21
5a.1. Offices.....	21
5a.2. Administrative Support Services .....	21
5a.2a. Priorities for Administrative Support Services .....	21
5a.2b. Deadlines .....	21
5a.2c. Procedure .....	21
5a.3. Supplies.....	22
5b. Teaching Resources.....	22
5b.1. Instructional Reference Material .....	22
5b.2. Introductory Materials and Audio-Visual Aids.....	22
5b.3 Computer-Scoring of Exams .....	23
5b.4. Teaching-Skills Training.....	23
5b.5. Academic Counselors .....	23
<b>APPENDIX A Department Administrative Offices and Personnel.....</b>	<b>24</b>
<b>APPENDIX B Selected University Offices.....</b>	<b>25</b>
<b>APPENDIX C Teaching Resources Material.....</b>	<b>28</b>
<b>APPENDIX D GTA Teaching Observation Form.....</b>	<b>29</b>
<b>APPENDIX E Situations, Scenarios and Solutions &amp; Do's and Don'ts .....</b>	<b>31</b>
<b>APPENDIX F Academic Misconduct.....</b>	<b>38</b>
<b>APPENDIX G An Overview Of The Fundamentals Of Teaching.....</b>	<b>41</b>
<b>APPENDIX H List of Courses Likely to be Taught by GTAs.....</b>	<b>43</b>

## **1. GRADUATE ASSOCIATE (GA) APPOINTMENTS**

Graduate students enrolled in the Department may be supported as Graduate Teaching Associates (GTAs), Graduate Administrative Associates (GAAs), or Graduate Research Associates (GRAs). The majority with funding from the Department are GTAs. Associateships provide valuable teaching, research, and academic experiences as well as financial support.

### **1a. Requirements for Appointment**

To be eligible for a Graduate Associate appointment funded by the Department of Sociology, a student must meet the minimum requirements set by the Graduate School (*Graduate School Handbook*, section II.8.5). In addition, the Department requires that students enroll for a minimum of 10 graduate credit hours not including the Pro-Seminar (Sociology 800) in each quarter of appointment. (Some exceptions are made for first year students who need more undergraduate grounding in particular areas.) The Department also requires that students achieve satisfactory levels of academic and teaching performance, and adequate progress toward the degree (see Section 1g. below).

### **1b. Training Requirements**

All newly appointed Graduate Associates are *required* to complete certain sessions of the Workshop for Teaching Associates sponsored by the Office of Faculty and TA Development during the week before Autumn Quarter. You are also invited to attend any additional sessions that seem useful to you and that your schedule will permit. To complement the University-wide Workshops, the Sociology Department provides an orientation to teaching to acquaint new GAs with departmental policies related to teaching sociology and to help new GAs practice lecture and facilitation skills. For additional help with developing teaching skills, a GA may elect to take College Teaching (Educational Policy and Leadership 851) for 3 credit hours during the first year. As described in the *Course Offerings Bulletin*, Educational Policy and Leadership 851 is designed as initial preparation for instruction at the college level; focus is on the generic skills, strategies, and issues common to university teaching."

Prior to teaching an independent section, graduate students must satisfactorily complete Sociology 802 (Teaching Sociology). This course will be offered once each academic year. Schedule this course by the end of your first or second year. Failure to complete 802 may negatively affect one's chance for a teaching appointment in subsequent quarters. Graduate students at the PhD level who have completed a similar course at another university may request a waiver of this requirement.

### **1c. Maximum Duration of Financial Support**

For students who enter the department in the M.A. program, the department will not offer funding beyond 6 years from the initial date of enrollment. For students who enter the department in the Ph.D. program, the department will not offer funding beyond 4 years from the initial date of enrollment. These are maximums. They do not ensure total support. In general, the Department's ability to support graduate students depends on budgeting considerations beyond departmental control. Students may file petitions for extension of support with the Graduate Studies Committee of the Department,

but such extensions are never guaranteed. The time limit of departmental funding can be extended by a maximum of 3 quarters for quarters in which a student has been funded by a nondepartmental source (e.g., faculty research grant, fellowship, other university department or office).

#### **Id. Compensation**

Compensation for Graduate Associate duties are based on the level of graduate study completed and percent of time employed. With few exceptions all appointments are for 50 percent time. Three levels of compensation exist: pre-M.A., post-M.A. (pre-Candidacy Exam), and Ph.D. Candidate (post-Candidacy Exam). A student who completes the M.A. or Candidacy Exam during the year may expect to advance to the next level of pay at the beginning of the following quarter. End of quarter graduates *do not* receive the next level of pay until the quarter following the actual receipt of the degree.

In addition to the basic salary, a Graduate Associate receives a waiver of academic fees, including resident and non-resident tuition. Income tax on the salary of GAs may be withheld from paychecks. Paychecks are available in 300 Bricker Hall on the last working day of the month. GAs are responsible to pay fees for health insurance and parking permits.

Graduate Associates who complete three consecutive quarters of service are eligible for a tuition waiver without a Graduate Associate appointment during the next consecutive quarter (generally summer). Students using the "fourth quarter fee authorization" must be registered for *at least* 7 hours of graduate credit during the Summer Quarter or *at least* 9 hours during the other quarters; credits should reflect actual work undertaken in that quarter. This tuition waiver lapses if not used in the next consecutive quarter (See *Graduate School Handbook*, section II.8.9.3).

#### **Ie. Term of Appointment and Hours of Work**

Graduate Associates normally are appointed for Autumn through Spring Quarters at 50 percent time, approximately 20 hours per week; this is an average, not a weekly ceiling. Some students will arrive with 12-month appointments, and funds are *sometimes* available for a number of 9-month GAs to have summer appointments. Preference for summer appointments is given to more advanced graduate students, those who can best fill certain teaching, research, or administrative needs, and students who were not funded during the previous summer. Attention also may be given to students' records of academic progress.

In all quarters of appointment, GAs should be available to meet with the supervising faculty or staff member before the quarter begins and should plan to continue work through the end of exam week and submitting of grades. Grades usually are due on the Monday following exam week.

#### **If. Concurrent Appointments**

Concurrent (or split) appointments run during the same time as the usual 50% appointment to the Department (whether intra-departmental or extra-departmental). These appointments should be approved by the Department Chair before the GA commits to the project(s). Occasionally students

will be asked by the Chair of Instruction to accept a combined teaching, research, or administrative appointment or a teaching overload. Appointments for these extra duties will vary up to an additional 25 percent. In accordance with Graduate School rules (*Graduate School Handbook*, section II.8.6.4), "A GA may not hold an appointment for more than 75% time, whether as a single appointment or a combination of appointments."

The Department compensates students fully for the expected amount of work by adjusting the rate of pay. GAs are strongly discouraged from concurrent employment outside the University, since additional employment is likely to jeopardize academic performance and impede normal progress.

#### **lg. Criteria for Appointment or Reappointment**

A student seeking appointment or reappointment must submit an application and curriculum vitae to the Graduate Studies Office in the Spring Quarter (see Graduate Program Handbook for details). The Graduate Studies Committee determines eligibility for reappointment based on *academic performance* and *reasonable progress* through the program. Actual work assignments are made on the basis of a student's: 1) ability to meet the needs of the Department; and 2) previous job performance (as assessed by the Student Evaluation of Instruction Reports [SEIs], evaluations by faculty and/or staff members who have supervised or monitored the student's performance and site visits by designated staff). As noted earlier, the Department's ability to support continuing graduate students depends upon budget considerations beyond the Department's control.

#### **lh. Schedule for Application and Notification**

Students are invited to apply for Graduate Associate appointments for Summer Quarter and for the following academic year during Spring Quarter. Notification about Summer appointments are normally made in the Spring. Notification about appointments for Autumn through Spring of the following academic year usually are made in the latter part of Spring Quarter or during Summer Quarter. This schedule of appointments is subject to timely budget finalization at other university or state government levels. Students are asked to accept or decline the appointments within one week of notification.

#### **li. Leaves of Absence**

see Appendix E

Students are eligible for unpaid leaves of absence to attend to serious personal or family matters. Such personal or family matters include: (1) serious illness of the student or an immediate family member, i.e. parents, dependents, or a permanent partner; (2) death or impending death of an immediate family member including parents, a permanent partner, or other dependents; (3) paternity and maternity leave and child care responsibilities; and (4) other similar situations requiring intensive care or responsibilities on the part of the student. Such personal or family matters do not include requests for leave to pursue job opportunities, to make decisions concerning career choices or continuation in the program, and the like. These latter types of concerns will be handled on an individual basis.

Students may request either a one, two, or three quarter leave, depending on the needs of the situation. These requests should be made to the Chair of Graduate Studies. During the time of such an unpaid leave, you may also request to be considered for hourly funding to the Graduate Studies Chair or the Department Chair. If a student returns to the program during the same academic year, the student will be guaranteed the same funding status that applied prior to the leave. For example, if the student had departmental funding for the academic year and took a two quarter leave in Autumn and Winter, the student would be guaranteed funding for the remaining quarter of the regular academic year (Spring). Moreover, such leaves are not to be used as negative criteria in evaluating students for funding or for any other purposes. For example, if a student otherwise has been making reasonable progress through the program before taking such a leave, then the student still will be considered as making reasonable progress upon his/her return from leave.

### **1j. Termination of Appointment**

The criteria for termination of a Graduate Associate appointment prior to the end of the appointment period are listed in the *Graduate School Handbook* (section II.8.6.7) as follows: 1) the GA is no longer enrolled in Graduate School, 2) the GA is registered for fewer than the requisite graduate credit hours (see II.8.5), 3) work performance as a GA is determined to be unsatisfactory by the employing unit, 4) the GA graduates, 5) the employing unit has insufficient funds. Unsatisfactory performance will be determined by the combined assessment of the Instruction Chair, the Graduate Chair, the Department Chair and the Undergraduate Chair. This judgment may be based on such problems as: failure to perform duties; unexcused absences; sexual or ethnic harassment; and similar serious violations (see Departmental list of Do's and Don'ts in Appendix). Reappointment as a GA is also dependent on satisfactory academic performance, and unsatisfactory performance may be a cause of termination (*Graduate School Handbook*, section II.8.6.6).

### **1k. Grievance Procedures**

Grievances related to a GAs appointment or duties should *first* be discussed with the supervising faculty member. If there is not satisfaction with the outcome of this discussion, the GA should discuss the matter with the Instruction Chair, the Department Chair, the Graduate Chair, or a faculty adviser. If the problem cannot be resolved informally, the GA may appeal to the Chair of the Department for a hearing of the grievance. The Department Chair will designate a Hearing Committee who will hear the grievance and report and make recommendations to the Chair. The Department Chair will then make a decision. In the event that the Graduate Associate wishes to appeal the decision of the Department Chair, or for some reason feels it necessary in the first place to go beyond the department for adjudication, the Graduate School has adopted Graduate Associate Grievance Procedures. Copies of Graduate-level grievance procedures are available from the Graduate School.

**Note:** The procedure outlined above does not apply to harassment situations (discussed in Section 4, pg. 21) or grade grievances. Undergraduates with a grade grievance against a GTA should first discuss it with the GTA, then the supervising faculty member, and then (if necessary) the Undergraduate Chair. If the grievance cannot be resolved informally, the student should complete the Grade Grievance form available in the Undergraduate Office (302 Bricker Hall). Grade grievances are described further in Section 3c.8 below, Specific rules regarding grade grievances can be obtained from the Graduate School. (See *Graduate School Handbook*, section 11-8.)

***To resolve grade disputes, it is imperative that GTAs retain a complete written record, including grading keys and copies of papers and exams.***

## **1l. Resignation**

see Appendix E

A letter of resignation, which includes the last day worked or to be worked, must be submitted to the Department Chair if the Graduate Associate is resigning before the contract time is over. GAs are expected to complete current quarter duties before the resignation becomes effective. Temporary leaves of absence should be arranged in advance (as noted in Section 1i. pg.3-4). Timely submission of such a resignation letter will insure against a possible holdup of paychecks. Depending on the time of resignation and the desire of the student to continue course work, tuition fees might be assessed by the University. This is done in accordance with the schedule included in the Master Schedule of Classes published each quarter.

## **1m. Petitions**

The above criteria for appointment and reappointment of Graduate Associates can be altered on an individual basis in extenuating circumstances. Those who wish a GA appointment despite having exceeded maximum quarters of support, being below minimum GPA, or being enrolled for fewer than ten graduate hours of course work, can petition the Department Graduate Studies Committee through a "letter of request." The Committee will judge the merits of the request and make a recommendation to the Department Chair. (A written petition regarding any aspect of departmental graduate requirements is always an option available to students.)

## 2. TYPES OF GRADUATE ASSOCIATES

A student may be appointed as a Graduate Research Associate, a Graduate Administrative Associate, or a Graduate Teaching Associate. The responsibilities of each vary with the supervising faculty member, but some general patterns can be noted:

### 2a. Graduate Research Associate (GRA)

Two types of Graduate Research Associate (GRA) positions are available: departmentally-funded GRAs and sponsor-funded GRAs. The department assigns departmentally funded GRAs to work with one or more professors who will determine the GRA's responsibilities. Faculty members who obtain funds from external sponsors will invite graduate students of their own choosing to work with them on these projects. At times, other university units, e.g., the Center for Human Resource Research (CHRR) and faculty in other departments, also appoint sociology students as GRAs. Of course, selection of GRAs and determination of responsibilities are made by the project Supervisors in those units. Funds allowing, it is the intention of the Department that as many graduate students as possible have the opportunity for a Research Associateship at some point in their graduate training.

Appointments for sponsor-funded GRAs must be made in a timely fashion so as not to disrupt the Department's teaching needs. Therefore, early notification of intentions to accept such a position is required to avoid complications. GTAs should request permission from the Department Chair before accepting such positions, and inform the Chair of Instructional Development of their decision.

Research Associates can be assigned any tasks related to research, but job duties should not exceed the average GA work load of 20 hours per week for a 50% time appointment, and should not interfere unreasonably with other graduate student responsibilities, e.g., class schedules. Research responsibilities should be clarified in advance of the appointment.

### 2b. Graduate Administrative Associates (GAA)

Graduate Administrative Associates (GAA) may be assigned to serve as an undergraduate advisor, or the coordinating GTA and Internship Coordinator, or to assist faculty serving as journal editors (e.g. Journal of Health and Social Behavior), or the Department Chair or the Graduate, Admissions, or Instructional Development Chairs in departmental activities, or to assist in the Sociology Research Laboratory

The duties of an Administrative Associate will vary depending upon the position. Undergraduate Advisors are responsible for helping to advise criminology and sociology majors and assisting with related duties of the Undergraduate Chair and the Undergraduate Committee. Among other duties, a GAA assisting the Graduate and Admissions Chairs helps to coordinate graduate student recruitment efforts, especially visits to campus by prospective graduate students. A GAA may assist the Chair with a variety of ongoing or special projects.

#### 2b.1. *Laboratory Associates*

GAs working in the Sociology Research Laboratory (SRL) assume a heterogeneous set of responsibilities. The SRL serves the computing needs of faculty and students and provides analytical services to faculty. It also: provides classroom instruction, provides instruction in equipment and software usage, monitors the use of computer funds, and handles special projects for departmental needs. Lab associates are trained to meet the specific needs of lab users. The administrative staff of the SRL (Senior Systems Manager) may assign specific responsibilities to individual lab associates.

## **2c. Graduate Teaching Associates (GTA)**

The Graduate Teaching Associate (GTA) appointments include several types of primary teaching responsibilities: independent instructors who teach their own classes, usually post-MA students; recitation leaders who assist a professor and lead recitation sections; non-recitation teaching associates who assist a professor but do not hold separate recitation sections; and GTAs who are auditing a course for the purpose of learning to teach their own section of the course in the future.

### *2c.1. Teaching Associates with Independent Classes*

GTAs with responsibility for their own classes choose texts, prepare a syllabus, conduct class meetings, prepare and grade exams, and keep regular office hours to discuss course materials or grades with students. They are expected to become informed of and to follow all university and departmental policies for instruction. They already will have completed successfully the Department's Teaching Seminar or its equivalent. They will consult with the Instructional Chair or the 802 instructor about their first independently taught course.

### *2c.2. Teaching Associates with Recitation Sections*

Teaching associates are required to prepare and conduct recitation sections, attend lectures, do the required course reading, assist in preparing and grading exams, and hold regular office hours to discuss course material and grades with students throughout the quarter. The faculty member whom they are assisting might also ask assistants at their option to present one or more lectures to the entire class during the quarter. GTAs are not to be primary instructors on a regular basis and should report difficulties in this regard to the Chair of Instruction or the Department Chair. Since responsibilities may vary, faculty members should provide GTAs with an outline of expected duties at the beginning of the quarter.

### *2c.3. Teaching Associates without Recitation Sections*

Essentially, the duties of these teaching associates are the same as those noted in 2c.2 with the exception that they do not have responsibility for teaching recitation sections. Associates are required to attend lectures, do required course reading, assist in preparing and grading exams and papers, and hold office hours to discuss course material and grades with students. Other assignments may include conducting review sessions, presenting a lecture or two on an assigned topic, and generally assisting in classroom activities and organization.

#### *2c.4. The Coordinating GTA*

The Coordinating GTA provides assistance and instructional support for graduate students (and faculty). Such assistance may include offering Brown bag seminars on instructional techniques, updating and notifying departmental members of available teaching resources, and providing one-on-one conferences to help resolve specific teaching-related problems.

#### **2d. Work Load**

see Appendix E

Although the average hours of work for a Graduate Associate should not exceed 20 hours per week, the workload will vary over the quarter. GAs will need to balance the demands of their teaching or research assignments and their own course work. When demands seem to be conflicting, a GA should discuss the problem with the faculty or staff member she/he is assisting. Further appeal should be brought to the Instruction Chair or the Department Chair. Faculty who have GAs working with them should be sure that if the GA work load has been exceeded one week, it is reduced another week. It is important for all concerned to plan ahead to ease end-of-quarter trauma. Budget your time accordingly!

### 3. TEACHING RESPONSIBILITIES

#### 3a. Teaching Associates with and without Recitation Sections

Before the beginning of each quarter, Teaching Associates with and without recitation-leading responsibilities should inquire from the supervising faculty member with whom they will be working about the course organization and GTA responsibilities. Below is a suggested check list of items that should be discussed, and about which GTA responsibilities should be outlined, and an understanding reached *before* the quarter starts.

##### *Timing and Scheduling*

Layout of course requirements: number of and dates for quizzes, exams, papers, etc.

##### *Recitation Section Responsibilities*

Expectations of Professor

What to cover and review in recitation and how?

Lectures

Written material

Special projects

Is the GTA expected to construct a syllabus for recitation?

What should it cover? (Refer to Section 3b.1 on pg. 12.)

Does Recitation performance affect students' grades in the course?

If yes, how much? How should it be calculated?

If no, is recitation attendance by students optional or required?

How is attendance taken? How reported?

##### *Examinations*

GTA's responsibility for test construction:

What part of course (e.g., chapters, lectures, other)?

Types of examination: multiple choice, true/false, essay, etc.

Number of questions

Focus of exam: % on lectures vs. readings

Are there old examinations to follow as to format?

Whether to use publisher-provided questions?

Dates of examinations

Dates GTA needs to submit material for examinations

GTA's responsibility for final selection of questions for examination

GTA's responsibility for proofing exam

GTA's responsibility for administering examinations:

- Proctoring
- Grading and recording
- Submitting exam for scoring
- Picking up scored exams
- Dates by which grading is to be completed
- How to record grades and how to keep grade book

Returning examination:

- Review in class or in recitation?
- Can students keep exams?
- Availability of exams for subsequent review
- How to consult with students about exam grades
- Policies about grade changes

Policy regarding students missing exams:

- GTAs responsibility for constructing and administering make-up tests

#### *Guidelines for Grading Essays and Papers*

- How to assign points and compute grade
- Time estimate for grading essays and papers

#### *Managing Absences (Attendance of GTAs at lectures is Required by the Department)*

- Absence management if Instructor is absent
- Absence management if GTA is absent
- Exchange phone numbers with all persons working in course

#### *Other Responsibilities*

- Films, field trips, special activities
- Special absence and progress reports

#### *Office Hours*

Hours per week (The Department requires that you *schedule at least four office hours* a week. The supervising instructor may wish you to have more hours or to hold special hours at different times during the quarter.)

Times

Discussions with students

- How to discuss problems (also what not to say)
- Resources at OSU to refer students with problems (See Appendix B to these Guidelines).

#### *Evaluations*

- SEI forms are *required* by the department, and SET forms are optional.
- Faculty evaluation of GTAs is encouraged
- Evaluation of first year GTAs by staff of Faculty and TA Development is encouraged

#### *End of Quarter Concerns*

- Final Exams
  - Rules
  - Deadlines
- Final papers
  - Grading
  - Returning
- Graduating Seniors
- Incompletes
- Record Keeping
  - Grades
  - Unreturned papers and exams
  - Grading keys
  - Papers and exams under dispute

### **3b. Teaching Associates who are Independent Instructors**

GTAs serving as independent instructors are responsible for their own selection of texts, course coverage (within the scope and description of the course as developed by the Department), structuring of classroom activities and exercises, and methods of evaluating students, except that the University requires that a final exam be given. The GTA *must* prepare a syllabus which covers many of these points and submit a copy of the syllabus for every course taught to the staff member in charge of coordinating instruction. Also, at the end of the quarter, a grade book or spreadsheet must be submitted to the department for record-keeping. GTAs are expected to become informed of and to follow all University and Department policies for instruction.

#### *3b.1. Course Outline (Syllabus)*

The GTA should prepare and distribute a course syllabus. The syllabus should be distributed to students on the first day of the quarter. The syllabus should include information regarding each of the following:

- course name and number, and credit hours
- class days and hours; building and room number
- instructor's name, office location, and telephone number
- instructor's office hours
- name, author, publisher, and edition of textbook, other assigned readings, and where to purchase or borrow the materials
- course objectives
- the procedure for determining each student's quarter grade; the percentage allocated to assignments, quizzes, exams, and the final exam;
- an indication of the types of questions which will be used on quizzes and exams;
- the instructor's policy for making up incomplete work and absences
- *dated* outline of topics to be covered during the quarter

#### *3b.1. Course Outline (Syllabus) list continued*

- assigned readings for the topics
- dates for exercises, quizzes, exams and the date of the final exam *during finals week* as scheduled by the University (the pre-scheduled time set by the University for the final exam *must not* be changed without the written permission of the College and the University Registrar. Thus, *do not* schedule your final at an alternative time, including the last day of regularly scheduled classes.)
- dates of any legal holidays when classes are not held according to the University Calendar
- procedures student should follow if they believe a grading error has occurred
- the statement explaining the availability of course materials in alternative formats
- procedures students with learning disabilities should follow
- length of time instructor will retain grading materials (see section 3c.10)

### 3b.2. *Textbook Orders*

As soon as possible after teaching assignments for the next quarter are received, instructors with their own sections should select and order their textbooks. Order forms will be distributed by the department coordinator in the main office. The Department Coordinator also has sample introductory texts that GTAs may review. S/he will also order desk copies of books and accompanying manuals if instructors request these. The textbook order forms must be submitted promptly to the Department Coordinator or the Office Associate responsible for purchasing. Timely return of the request will assure that books are available when the quarter begins. If a desk copy is stolen, the instructor is responsible for replacing it.

## 3c. **Departmental Policies for Instruction**

University rules and regulations for classroom instruction are presented in Chapter 3335-7, *Rules of the University Faculty*, of The Ohio State University Faculty Handbook. All GTAs are responsible for becoming informed of and following these rules and regulations. The following section summarizes the Department of Sociology's policies for instruction. These Departmental policies were established in accordance with the University Guidelines. See Appendix E for further descriptions of these policies.

### 3c.1. *Class Meetings*

All instructors are expected to maintain a high level of professional conduct in their classrooms and in all contacts with students. It is expected that instructors will be on time for the beginning of all class sessions. The University rule of no smoking and no alcohol in any classroom must be observed by both students and instructors. Classes must meet at all regularly scheduled times. Anticipated deviations from scheduled class hours (e.g., field trip, specially scheduled lecture, film, or exhibit) should be announced on the first day of class and included in the syllabus schedule. Mid-quarter rescheduling of exams or papers should make allowances for students who have schedule conflicts so as not to penalize them.

### 3c.2. *Absence from Class*

Absences from class are allowed *ONLY* in the case of illness, emergencies, or professional

responsibilities, such as formal participation in the program of professional meetings. Absences due to participation in professional activities are expected to be limited to one or fewer instances per class. In the case of an illness or an emergency, the GTA should inform the supervising faculty member, or, if an independent instructor, inform the Instruction Chair or the Undergraduate Chair. The GTA should also contact the GTA coordinator for possible substitution. In the case of anticipated absences for professional purposes, the GTA is responsible for finding a person to replace her/him. The replacement must be approved by the supervising faculty member, or, in the case of independent instructors, the Instruction, Undergraduate, Graduate, or Department Chair. In all cases of anticipated absences, the Department Chair's prior written permission is required. Forms for such requests are available in the main office.

### 3c.3. *Examinations*

see Appendix E

The examination policy that the instructor follows must be made clear to the students. This includes stating the relative value of each exam and quiz to be administered and the policy for make-up tests. It is the policy of the University that all students (except those in laboratory and seminar courses) *will be given a final examination* (see *Rules of University Faculty*, 3335-7-19). Final examinations *must* be given at the scheduled time unless a waiver is approved by the Dean of the College (*Rules of University Faculty* 3335-7-20) and the University Registrar.

All quizzes and exams should be given under close supervision, and opportunities for cheating of any kind should be eliminated. If multiple choice or true/false exams are used in classes where the seats are close together, *more than one form* of the same exam should be distributed. The instructor should return exams and quizzes to the student within a week, and the instructor should present to the class the grade structure, distribution, and average. Students will want to know what the correct responses are and the procedure for individual conferences with the instructor about the exam. Some instructors allow students to keep returned exams, while other instructors collect the exams after discussion and keep them in office files. In any case, all students should be allowed access to their own exams and allotted time to review errors and grading. *Confidentiality of student grades requires that instructors never post grades by name or student number and never return graded materials in such a way that students' scores may be revealed to others.* If an instructor wishes, she/he may create a *unique number* for each student in the course to be used in formal posting.

### 3c.4. *Office Hours*

GTAs with classroom or grading responsibilities will schedule a minimum of *four* hours per week when they will be available in their offices for meeting students. These office hours should never be missed except in the case of absences for emergencies and attendance at professional activities (See Section 3c.2). In the case of a legitimate absence, the GTA should arrange alternative hours to meet with students. Office hours are coordinated by the Department Coordinator in the main office of the Sociology Department.

### 3c.5. *Class Rosters*

We are now using electronic rosters, which are available on the internet, via the OSU Office of the Registrar web site. In order to access your roster, you will need to use your University username and password (the same one you use to check your University email). Instructors should notify the Records Curriculum Coordinator in the Sociology Office of Records of any inaccuracies. In courses with recitation sections, rosters will be in the faculty member's name and final grades must be approved by the faculty member. Each instructor should ask students not on the roster to present a form showing permission to enter a class after the quarter has started. Students who do not prove enrollment should not be allowed to take exams, and will not receive credit for the course.

During the early part of each quarter, you may have students requesting permission to add your class or section to their schedules. In general, teaching Associates should *not* give a student permission to add his/her class or change from one class hour to another. Instead, students should use BRUTUS (the university's computerized registration system) to enroll in or drop a class during the first days of the quarter or they should see an Academic Advisor in their College Office or an Undergraduate Advisor in Room 302 or 304 Bricker Hall. The department has already added students to room capacity in most cases. After the first week of classes, students will need the signature of the instructor and the Department Chair to add a class. However, it is not advisable to add new students to your class at this point since they already will be behind in their course work.

Auditors, those who attend class for non-credit, should receive written permission from the instructor. These persons cannot change their status and receive class credit after the class is over.

### 3c.6. *Class Records*

see Appendix E

Instructors are required to maintain an accurate record of each student's grades for at least two quarters after completion of the course. The class record should include the following: type of entry (a paper, first or second quiz, etc.), possible points for each column entry, total points for the quarter, explanation of how grades were determined (addition, multiplication by a weight factor, etc.) and a full synopsis of the grading method. The Department Chair or his/her designee should be able to look at each student's score and understand what it represents and how it was determined.

Grade books are available in the Department office. Many instructors prefer to keep records by computer or purchase special grade books. If you are interested in computerized grade records, information about spreadsheet programs is available in the Sociology Research Laboratory.

The Family Educational Rights and Privacy Act (FERA) places legal constraints on release of student records, including grades. *Grades may not be posted or announced in class in a manner that allows personal identification of the student.* Grades may be posted by a number or other symbol known only to the student and the instructor (not the Social Security number or part of the Social Security number). Social Security numbers should not be called out because other students might learn them and these numbers are used for student identification cards and many other types of personal information. Further, to maintain confidentiality, **DO NOT leave exams, quizzes or papers in an unmonitored place to be picked up by students; unmonitored**

**places include atop your desk, outside your office, in your mailbox. Also, *DO NOT* distribute graded materials in a manner that allows students to see the grades of others.** Materials should be returned directly to the specific student by the instructor in a manner that insures confidentiality.

### 3c.7. *Final Grades*

see Appendix E

Final course grades must be submitted electronically. The roster should be checked to make sure that all of the students in your class are listed so that they may receive a grade.

Teaching responsibilities for an academic quarter are not complete until all grades for the class are submitted. Therefore, one should plan sufficient time to score the final exams, grade other assignments, and calculate the course grade when scheduling quarter break activities. Since course grades must be in by a certain deadline (usually late morning on the Monday after exam week), all materials that need to be graded must be collected at an appropriate time and be of appropriate length to be graded in a timely fashion. The traffic on the internet increases shortly before the deadline so it is wise to submit grades as early as possible.

### 3c.8. *Grade Changes*

A change of grade is made **ONLY** when an error has been discovered in the evaluation or recording of a grade. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class. Extra credits cannot be granted to one student but not offered to all in the class. **DO NOT** allow yourself to become a target for "grade bargaining." The best protection is to make clear your grading criteria, announce these in class and on the syllabus, and follow them. Honest errors should be rectified but they should be rare. Requests for grade changes require detailed, written documentation from the instructor, approval from the Department Chair and the Dean of the College. Action to change a grade must be initiated before the end of the second succeeding quarter. Students wishing to appeal a grade should be directed to the Undergraduate Office for information about the Grade Grievance petition process.

### 3c.9. *Incomplete Grades*

As stated in faculty rules, three conditions must be met in the assignment of an incomplete grade:

1. The student must complete a *major portion* of the work in the course.
2. The work completed must have been judged satisfactory (with a grade equal to a D or better at the time of the request for the incomplete).
3. The student must present reasons for failure to complete the course requirements to the instructor, which the instructor judges as legitimate.

The rules do not allow for the assignment of an incomplete if the student misses the final examination and does not receive prior permission from the instructor to be absent, or does not contact the instructor if an emergency or illness prevents taking the final exam. Do not depend upon memory.

*Request a written statement* for your files which legitimately supports the incomplete grade. A student's verbal excuse of emotional or personal problems is not acceptable. If the instructor has any question about the use of the incomplete grade, she/he should discuss the matter with the Instruction or Undergraduate Chair.

Note that when an incomplete grade is assigned, the instructor must also submit an alternative grade which becomes the student's final grade if no other grade is submitted to the registrar. Work for an incomplete must be made up by the deadline listed in the OSU Master Schedule of Classes (usually by the Friday of the sixth week of the following quarter). When the work is completed and the final grade for the course is determined, a second form must be filled out. This form is available from the Department's Office of Records. If the student does not complete the necessary work for the course by the deadline, the alternate grade previously noted will be recorded as the final grade for the course.

### 3c.10. *Retention of Class Records*

According to University Rules, student papers, exams, etc. submitted to satisfy course requirements should be kept available to students at least until the last day for filing a grade change, i.e., the last day of the second succeeding quarter. This means that you should not dispose of these materials until two quarters have elapsed since the course was taught. If you must leave these records someplace other than your office, inform the Records Curriculum Coordinator in the Office of Records.

A copy of your grade book or spreadsheet should be submitted to the Office of Records along with the official University grade sheets. The grade book must *clearly* show:

1. your name, course name, course and section numbers, and academic quarter that the course is taught.
2. all students names and corresponding grades or scores for each assignment/exam, indicating clearly which assignment or exam is listed (e.g., 1st midterm, paper, final exam).
3. the proportion of the grade determined by each assignment/exam.
4. the total grade or score cut-off points used in determining final grades.
5. the grading method or keys.

Essentially, in your absence, *anyone* should be able to understand how the final grades were assigned.

### 3c.11. *Evaluation*

#### *Standardized Student Forms*

During the final weeks of the quarter, you must permit each student to evaluate the course by completing a Student Evaluation of Instruction form (SEI). The SEI instrument consists of a standard set of questions developed for use by all departments in the University. The Department Coordinator will inform you when it is time to select your SEI questions and submit your requests to her.

#### *In-class Observations*

During the first quarter of work as a teaching associate with recitations and as an independent instructor, GAs will be observed in the classroom by a member of the staff of the Faculty and TA Development Office, a faculty member, or the Coordinating GTA. The purpose of this observation is to provide individual GTAs with an assessment of their strengths and "weaknesses" as instructors by a neutral party with the expertise to make suggestions for making improvements where needed and strengthening one's overall teaching quality. We recommend that advanced students be observed by a faculty member (usually a member of one's dissertation committee) prior to going on the job market. The purpose of this observation is to provide the faculty with additional information for addressing teaching issues in letters of recommendation for faculty positions.

### 3c.12. *Unpaid Fees*

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If a student has not paid his/her fees, the student should be informed that he/she will not be allowed to continue attending class until:

1. the fees are paid, OR
2. he/she provides you with a signed letter from the Office of Financial Aid stating that the student is working with them to get fees paid.

If a student is indicating that he or she is now paid for the quarter you can verify that by printing a current class roster at <http://www.ureg.ohio-state.edu/Indexes/faculty-staff.html>. If there continues to be a question about the student's status, please refer them to the Registrar's Office. The Registrar and the Department of Sociology strongly discourage allowing students to continue attending a course until they can demonstrate that their account is paid in full. Students allowed to continue often misconstrue that as validation that it is acceptable to attend the course and earn a grade without paying in a timely manner or not paying at all.

*The following statement should be included on each course syllabus:*

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

#### 4. CLASSROOM CONDUCT AND TEACHER-STUDENT RELATIONSHIPS

Instructors vary in classroom style. It is important that as a GTA you try to develop a teaching style that works well for you. The following general guidelines should help alleviate some of the more typical problems that occur between instructors and students.

##### *Rapport, Preparation, and Communication*

A good starting point for the first day of class is to state and write on the blackboard your name, office location, telephone number, and office hours. You might tell the students something about your sociological interests and then try to obtain some information about the composition of the class, either through discussion or, in a large class, through having the students fill out index cards that contain information on their majors, background in sociology, hometown, interests, and the reasons for taking the course (the back of the Department of Sociology enrollment forms can be used for this purpose).

Communicate early (at the beginning of the quarter) and in writing about the course objectives and requirements, and about your expectations. Go over the syllabus with the students and highlight key points.

Try to learn the names of your students. If the class is too large, a seating chart or name tags can be helpful.

Always prepare well for class. Do all of the assigned reading, and be prepared to discuss and clarify the reading as well as the material that you have prepared for the lesson. When you give an examination, return it to the students within a week after the exam. On written assignments or examinations, write comments so that students will understand why they scored as they did. Explain the grading key in class. Students as a group (and individually as needed) are entitled to see their exams and to be given a full explanation of how they have been graded and what are the correct answers.

##### *Relationships with Students*

**DO NOT** date students in your section. This creates a conflict-of-interests situation. Also, you have some degree of authority and power over your students. Thus, dating, or dating-like interactions, may translate easily into sexual harassment. The University has a policy explicitly forbidding sexual harassment on campus. You are required to report such incidents and may do so to any of the following: the Chair of Instruction, the Chair of the Affirmative Action Committee, the Chair of Graduate Studies, the Chair of Undergraduate Studies, or the Chair of the Department.

It is important to recognize that racist, sexist, and ethnocentric attitudes can and do erupt in the classroom. These can take various forms ranging from pejorative allusions to women and minorities by students and/or the instructor to more subtle forms. For instance, women students frequently complain that male instructors call on male students more than on females, make eye contact with men more than with women, interrupt women students more than men, flirt with female students, and deprecate women's studies. Gay students indicate that anti-gay jokes are commonplace. Members of racial minorities complain that instructors treat them differently in various ways and exacerbate their feelings of being different by singling them out in discussions pertaining to minority groups. You should avoid language that derogates members of any minority group, and should never single out particular students for special attention or neglect. You should also be careful to prevent differences of political and religious opinion from disrupting your classrooms. Encourage clarity about such differences but **DO NOT** sermonize or put students in a position that they feel rewarded or punished for their political or religious belief.

### *Academic Misconduct*

See Appendix F

The procedures for addressing problems of academic misconduct are included in this volume as an Appendix E.

In general, if you believe that a student may have committed an act of academic misconduct, such as cheating or plagiarism, you should meet as soon as possible with the student to discuss the matter. However, prior to taking this step it is best to discuss your suspicions and how to approach the student with the Coordinating GTA, the Chair of Undergraduate Studies, or the Chair of Instruction. When you meet with the student be sure to *have a third party present*, preferably the supervising faculty member, the Coordinating GTA, or the Instruction Chair. To insure that the student who is suspected of misconduct receives a fair hearing, all cases of academic misconduct are decided by the University Committee on Academic Misconduct. Instructors are required to report all cases to this committee and under no circumstances should the instructor take actions to punish the student on his/her own. Thus, no matter how certain you feel that a student has engaged academic misconduct, you must not lower a student's grade, refuse to allow a student to complete an exam, threaten to do either of the above, or take any other action that could be regarded as punitive unless you have been directed to do so by the Committee on Academic Misconduct.

### *Classroom Decorum*

Instructors vary considerably in terms of the degree of formality they like to maintain in the classroom. This is true in many respects, e.g., style of dress, or formal or informal methods of interacting--in or out of the classroom. *Instructors should maintain a professional manner in all interactions with students.* It is important to keep in mind that the same behavior that can facilitate easy interaction between faculty and students can result in serious challenges to a GTA's authority.

### *Styles of Instruction*

If you want to encourage student discussion and questions, avoid lecturing exclusively during early class meetings and setting low standards for student participation during early discussions.

These two situations establish patterns of student non-participation that are difficult to alter later. Learn student names and call on them for comments.

In answering students' questions, it is helpful to relate to their questions in a positive way, even if the question seems trivial or "dumb." Try tactics like:

- (1) "I can see how that could be a confusing point."
- (2) "I think that that is an interesting question."
- (3) "That is a frequently asked question."

Do not be afraid to turn the question around to the class for discussion. After you have answered the question, you might ask: "Does that address your question?"

### *Classroom Disruption and Non-Academic Misconduct*

If you experience serious classroom disruption or other non-academic misconduct of any kind, you should report it immediately to the Instruction, Undergraduate Studies, Graduate Studies, or Department Chair. University rules allow for a range of actions toward students who disrupt classes. For example, they can be officially sanctioned, disenrolled from courses, removed from the classroom and/or arrested by University Police, and dismissed from the University. However, University procedures must be followed in dealing with such students (See section of Faculty Handbook on "Disciplinary Misconduct").

### *Disability Services*

The University has provisions to assist students who have special needs (e.g., dyslexia, visual and hearing impairments, and other physical and learning disabilities). The Records Curriculum Officer in the Undergraduate Office is the Sociology Liaison to Disability Services. For information about how you may assist students with special needs, you may call (292-1175) or the Office of Disability Services: 292-3307. All instructors are required to indicate on their syllabi that course materials are available in alternative formats for students with special needs. This may entail specially scheduled exams or reading assistance.

### *Other University Services*

Refer students to University services that may be helpful to them whenever appropriate. These include counseling services, health services, learning skills programs, and the writing skills laboratory (see Appendix B). Timely referrals early in the quarter may reduce students' problems and ease your own job as an instructor. However, making referrals may require a gentle and tactful approach on your part.

## 5. RESOURCES

### 5a. Office Space and Services

#### 5a.1. *Offices*

All GTAs will be assigned office space during their quarters of appointment. In sharing office space, remember to be considerate of others. Most GA offices are located in Townshend Hall, but sometimes space becomes available elsewhere.

#### 5a.2. *Administrative Support Services*

Administrative support services are available for photocopying class syllabi, examinations, and handouts. Handouts should be kept short. Large multi-page reprints or handouts should be made available to students by purchase through one of the many duplicating services on and around campus (e.g., Cop-Ez, Kinkos, Zip).

The following guidelines for submitting material to the administrative support staff for reproduction should be adhered to:

##### 5a.2a. *Priorities for Administrative Support Services*

1. Examinations/quizzes
2. Class Handouts
3. Duplication of Materials

##### 5a.2b. *Deadlines*

For all materials, the office *MUST have 3 to 5 working days to prepare the material*. Since examinations are the first priority, they will be done before handouts. The staff requires 3-5 working days for reproducing, collating, etc. work. They are willing to do occasional *RUSH* jobs (1/4 hour-2 working days). However, requests for *RUSH* jobs should be kept to a minimum. In brief then, be sure to turn in your exams, handouts, and the like well before any deadline that you might have. If you fail to meet the staff time-line, *YOU* are responsible for printing and assembling the work. Do not expect the administrative staff to stay after hours to compensate for delays that they did not create.

##### 5a.2c. *Procedure*

Please submit *all* work (even revisions) in the appropriate work tray. *Do not* give instructions to specific support staff. If there are special instructions, note them on the work assignment sheet.

#### 5a.3. *Supplies*

You may obtain supplies related to instructional duties (pencils, chalk, essay-books, computerized answer sheets, index cards, transparencies for overhead projectors, roll books, etc.) from the Department office. See the Department Coordinator for assistance in obtaining needed resources.

## 5b. Teaching Resources

The University and the Department of Sociology have a number of resources to assist in instruction.

### 5b.1. *Instructional Reference Material*

See Appendix C

The Department of Sociology maintains a collection of materials from the American Sociological Association's Teaching Services Program. These include course syllabi, pamphlets on teaching techniques, and the journal *Teaching Sociology*. In addition there are handouts from various instructional workshops conducted by the Department. Additional materials that may be helpful to you such as textbooks, instructor's manuals, Faculty and TA development manuals, test banks, and transparency masters are also available. Consult Department Coordinator in the main office for textbooks and instructor's manuals. Other materials can be checked out from the Coordinating GTA.

### 5b.2. *Introductory Materials and Audio-Visual Aids*

An instructor's manual for the introductory course (Sociology 101) and a set of 30 overheard transparencies keyed to the average 101 course are available for check out from the Coordinating GTA.

A list of university owned films, videotapes, and slides that pertain to sociology (*Sociology Films at OSU*) is available from the Coordinating GTA. This list should be used with the University's *Media Materials Catalog* which contains descriptions of the films. Call 2-3131 to schedule a film for previewing or showing. Do this at least 48 hours before you need it.

Assistance in locating films that are not in the OSU collection can be obtained through Materials Reference Services, 2-9515 (Lord Hall). Check with the Coordinating GTA or the Fiscal Officer of the Sociology Department about availability of funds for film rental. *DO NOT rent films without advance permission.*

### 5b.3. *Computer Scoring of Exams*

The University offers instructors the opportunity to have their objective (multiple choice, true/false) exams graded by computer scan. The Office of Testing to which the instructor may submit such exams for scoring is in Lincoln Tower (8-3051).

Computer scan sheets, available by request from the Department Coordinator in the Department's Main Office, must be used. Only #2 and #2 1/2 pencils may be used by the student

completing the scan sheet. Submit individual jobs in a manila folder. Do not use paper clips, staples, or rubber bands to hold answer sheets. Forms that have been torn, stapled, or folded will be rejected by the scanner, so be sure to inform students to avoid damage to them. Also, stray marks should not be evident on the forms as the scanner may incorrectly process these as answers. The entire "bubble" must be marked darkly, particularly in the center. Erasures must be as clean as possible.

The key must be the first sheet in the folder, and it must have "KEY" marked in the first three digits in the name field. Nothing else other than the correct item responses should be marked on the key.

The scanner does not allow for multiple answers per item. Such questions will have to be scored manually. You can request a number of options with the computer scoring: frequency distributions, item-analysis, alphabetic listing of students, and alphabetic listing by section. Read the instruction sheet carefully when submitting tests to request the desired output.

#### *5b.4. Teaching-Skills Training*

The Faculty and TA Development Office has a unit on Instructional Development and Evaluation that is available to provide individual assessment, training and tutoring for instructional enhancement. Call 2-9821. In addition, all graduate students will have completed the Department's Teaching Seminar or equivalent prior to teaching independently. Occasional meetings on special topics may be called by the Instruction Chair as needed. And the Coordinating GTA may hold Brown bag seminars on special issues as well.

#### *5b.5. Academic Counselors*

Finally, one should not overlook the fact that the department has professional academic counselors on staff. The counselors are skilled at helping undergraduate students plan their programs, and they are also useful in resolving other problems. If you are having difficulty with a student, talk to a counselor to see if other instructors have also had problems with the student.

## **APPENDIX A--DEPARTMENT ADMINISTRATIVE OFFICES AND PERSONNEL**

### **DEPARTMENT OFFICE**

Ms. Michelle Blackwell, Office Associate 300A Bricker 292-1422  
Ms. Tina Drenovas, Office Associate 300A Bricker 292-6681

### **CHAIRPERSON'S OFFICE**

Dr. Craig Jenkins, Department Chair 300C Bricker 292-6681  
Ms. Jane Wilson, Administrative Assistant to the Chair 300D Bricker 292-1214  
Ms. Marty Moffa, Human Resource/Fiscal Officer 300B Bricker 292-8432

### **INSTRUCTION OFFICES**

Dr. Pamela Paxton, Instructional Chair 386 Bricker 688-8266  
Ms. Amanda Miller, Coordinating GTA 382 Bricker 292-3124

### **UNDERGRADUATE PROGRAM OFFICE**

Dr. Paul Bellair, Chair Undergraduate Studies 341 Bricker 292-5831  
Dr. Doug Downey, Honors Coordinator 326 Bricker 292-1352  
Ms. Karyl Shirkey, Coordinating Academic Advisor 307 Bricker 292-2056  
Mr. Jonathan Bentley, Career Counselor 304 Bricker 292-9416

### **GRADUATE PROGRAM OFFICE**

Dr. Dana Haynie, Director of Graduate Studies 378 Bricker 247-7260  
Ms. Kelly Hopkins, Graduate Studies Coordinator 300E Bricker 688-8691

### **SOCIOLOGY RESEARCH LABORATORY**

Mr. John Crawford, Director Sociology Research Lab 383A Bricker 292-6155  
Mr. Colin Odden, Lab and Users Services Coordinator 383B Bricker 292-7380  
Mr. Matt Moffitt, Instructional Lab Manager 383D Bricker 292-3870  
Mr. Rob Feldman, Web Developer/Coordinator 382 Bricker 247-8701  
Consultant on Duty 383 Bricker 292-1294

## APPENDIX B--SELECTED UNIVERSITY RESOURCES FOR INSTRUCTORS

**OSU INFORMATION:** 292-OHIO (or dial Operator from a 292 extension)

**Campus Police:** 292-2121 (non-emergency), call 911 in case of emergency  
<http://www.ps.ohio-state.edu>

**Academic Technologies Services:** 406 Baker Systems Engineering, 292-4843

**Numerous services for aiding with teaching and learning--**

Classroom Hotline (for physical or equipment problems with classrooms, and emergency situations):  
4-4357 (4-HELP)

Film scheduling and equipment loan: 292-3131/9776, <http://classroom.osu.edu/equip.html>

\*Equipment such as video recorders, camcorders, televisions, audio recorders, laptop computers, liquid crystal display panels, overhead projectors, film and slide projectors, and projection booth operators for large lecture facilities can be checked out with pre-arrangement or on walk-in basis. Equipment can be picked up, or delivered and set up.

Graphics production: 292-0332 for self-service; 4-4319 for full-service for a fee

Materials Reference Services (for finding off-campus films, etc.): 292-9511

Classroom scheduling: 292-1616, <http://www.ureg.ohio-state.edu/ourweb/scheduling/>

OIT Media Library, 11 Lord Hall, 292-9515, <http://classroom.osu.edu/media.html>

**Computer and Internet Consultation and Customer Services--**

Information about public computing sites (lab hours and locations, computers available): 292-8400

Mainframe consultation: 292-7099

Microcomputer consultation (for help with homenet, e-mail, system status reports, other microcomputing questions): 292-2919

Statistical consultation: 292-0408

**Office of Academic Affairs (OAA):** 203 Bricker Hall, 292-5881, <http://oaa.ohio-state.edu>

Links to university administration, including the Board of Trustees, Office of the President, University Senate, Office of Business and Finance, Government Relations, Office of Legal Affairs, Office of Minority Affairs, Office of Research, Office of Student Affairs, and Office of University Relations

**Arts and Sciences Career Services:** 05 Brown Hall, 292-7055

Provides career counseling and placement services; keeps confidential files for job references

**Committee on Academic Misconduct (COAM):** 33 W. 11<sup>th</sup> Avenue, Room 107, 292-7276,  
<http://oaa.osu.edu/coam/home.html>

**Counseling and Consultation Services:** 4th Floor, Younkin Success Center, 292-5766,  
<http://www.ccs.ohio-state.edu/>

Provides psychological and academic counseling; offers group sessions on a great variety of personal, academic, family, and career issues

**Office for Disability Services:** 150 Pomerene Hall, 292-3307, <http://www.ods.ohio-state.edu>

Arranges transportation, testing, and other services for students with disabilities  
Disability Services 24-hour information line: 292-0870

**Faculty and TA Development:** 260 Younkin Success Center, 292-3644, <http://ftad.osu.edu/>  
Consults with faculty and TAs about their teaching dilemmas, successes, and planning

**Student Financial Aid Office:** 517 Lincoln Tower, 292-0300  
Financial counseling/planning; emergency loans (292-6621) and long-term loans 292-3816; Student Loan Services 292-1056; Office of Fees, Deposits, and Disbursements 292-EASE

**Center for the Study and Teaching of Writing (CSTW, The Writing Center):**  
485 Mendenhall Lab, 688-5865, <http://cstw.ohio-state.edu>  
Provides individual tutoring to improve writing skills

**Graduate School:** 247 and 250 University Hall, 292-6031, <http://www.gradsch.ohio-state.edu>  
Course registration, degree information, thesis and dissertation information, grade or GA grievances

**Council of Graduate Students:** 208 Ohio Union, 292-4380  
The official organization representing graduate students' concerns University-wide

**University Health Services:** Wilce Student Health Center, 1875 Millikin Road, 292-2112  
Student outpatient services for medical, surgical, and mental health concerns

**Office of Human Resources:** Archer House, <http://www.ohr.ohio-state.edu>  
Customer Services Center (directs calls on human resources concerns to the appropriate person or office): 113 Archer House, 292-1050  
Consulting Services, a department within the Office of Human Resources, is responsible for administration of University sexual harassment policy; contact the Employee Relations Specialist in this office for assistance in determining options regarding sexual harassment concerns. 4th floor Archer House, 292-2800

**Office of International Education:** 100 Oxley Hall, 292-6101, <http://www.oie.ohio-state.edu>  
Provides numerous types of governmental, academic and social information and services for international students

**Learning Skills Program:** 206 Enarson Hall, 292-1461 or 292-6344  
Provides free instruction on general study skills

**University Library:** (Main Library) 1858 Neil Avenue, 292-6154, [www.lib.ohio-state.edu](http://www.lib.ohio-state.edu)  
Automated Library Service (hours of campus libraries, renewing book loans, fines, catalog information, book ordering): 292-3900  
Reference Desk: 292-6175

**Department of Recreational Sports:** B106 Recreation and Physical Activity Center, 337 W. 17<sup>th</sup> Avenue, 292-7671  
Schedule of available activities, equipment, reservations, etc.

**Off-Campus Student Center:** 104 E 15th Ave , 292-0100

Apartment service, roommate referral service, pre-legal assistance and referrals, bicycle registration, and brochures containing discount coupons

**College of Social and Behavioral Sciences:** 1010 Derby Hall, 292-8448

Paul Beck, Dean

Thomas Conrad, College Human Resources Officer

**Office of Student Affairs:** 600 Lincoln Tower, 292-9334

General foundation of leadership for student life; also handles sexual harassment complaints involving students in their academic roles

**Office of Student Life:** 208 Ohio Union, 292-6091

Student organization and activities coordination, non-traditional student coordination

**Division of Traffic and Parking:** 132-160 Bevis Hall (West Campus)

Parking permits: 292-9341

Campus Area Bus Service (CABS): 160 Bevis Hall

regular passes: 292-9341

route information and temporary passes: 292-6122

single passes are available at the OSU Bookstore and Cop-Ez locations

**COTA (Central Ohio Transit Authority):** 228-1776, [www.cota.com](http://www.cota.com)

**Notary Public:** 237 Ohio Union, 292-6045

## **APPENDIX C--TEACHING RESOURCES MATERIAL**

Teaching materials from the ASA Teaching Resources center are available from the Coordinating GTA in 375D Bricker. The Coordinating GTA holds regular office hours to assist you in your teaching needs. As a GTA, faculty member, or Instructor you can obtain a key from the main office to peruse the resources at your leisure. A sign-out sheet is located on top of the first shelf when you enter the room. Please be sure to sign-out any material that you borrow.

Please consult the department web page for additional resources for teaching. Also, the Office of Faculty and TA Development (FTAD), located in room 260 Younkin Success Center, 1640 Neil Avenue 43210 (2-3644) is a wealth of resources and information on teaching. They regularly conduct workshops and have presentations on teaching. Many of FTAD's presentations address issues specifically concerning GTAs.



Suggested List to consider when observing TA/Instructor:

Rapport-

- ice breaking with students
- identifies students by name.
- rapport
- interacted with a positive attitude.

Organization and fundamentals-

- arriving on time
- starting on time
- preparedness
- organized

Diversity/Openness

- calls on variety of students by name
- not singling out minorities or women as representative
- topic addresses multiculturalism
- appeared to be open-minded and inclusive in facilitating discussions
- consciousness about inequalities and isms
- addressed diversity issues appropriately
- [diversity-- in race, gender, class, sexual orientation, religion, ethnicity, national origin, disability... ]

Delivery

- enthusiasm
- clearly articulated
- voice projection
- comfortable pace
- effectively used visual aids (e.g., overhead, chalkboard, etc.)
- effectively led the discussion
- asked well-structured, thought-provoking questions
- encouraged active participation
- maintained a level of orderliness

Content

- exhibited mastery with content
- material appropriate to the level of the student.
- Material complemented lecture (if recitation)
- fostered students' critical thinking and problem solving skills
- student learning appeared to be enhanced through the class

## APPENDIX E Situations, Scenarios, and Solutions

---

### E1. Leaves of Absence.

#### SAMPLE LETTER

Sally Student  
714 Stone Lane  
Columbus, Ohio 43210

Date

Dear Professor Haynie,

I am writing to request a temporary leave of absence from my GTA position. I am unable to work during the (insert quarter) quarter (year) but would like to resume my GTA position in (insert quarter)(year), if at all possible. Family emergency has compelled me to leave town for this time period.

You will find that I am in good standing and have performed my duties well. I would like to talk to you about this personally. I will arrange an appointment in the next week or so. Thank you for your consideration.

Sincerely,

Sally Student

---

### E2. Resignation.

#### SAMPLE LETTER

Sally Student  
714 Stone Lane  
Columbus, Ohio 43210

Date

Dear Professor Haynie,

I regret to inform you that I am resigning from my GTA position effective (insert date). Circumstances have compelled me to leave the university at that time. I have been TAing two recitation sections for Professor (insert name). I do not anticipate returning to Ohio State in the foreseeable future. I apologize for any inconvenience this may cause. It could not be avoided. Please feel free to contact me if you have any questions.

Sincerely,

Sally Student

### E3. Workload

*Scenario:*

It was Samantha's first quarter as a GTA and she was teaching two recitations sections for an Introductory Sociology course. Initially, there was not much to do in terms of direct preparation for the course. All she had to do was read the chapter and clarify the lectures that she had attended. Since she wasn't working a full 20 hours a week, Sam felt as though she wasn't pulling her weight. By the third week of the quarter things began to change for Samantha. She received over 100, 3 page papers that were to be graded, entered into the computer, and returned to the students with comments, within one week. Sam spent more than her scheduled 20 hours that week. The week following the midterm was similarly hectic. These weeks would become more manageable with experience, Sam thought. However, the time commitment will always vary given the ebbs and flows of assignments and responsibilities involved in TA-ing.

-----

**E4. Class Meetings.**

*Scenario: Absences*

It was the first day of the quarter when Bill woke up with one of his classic migraine headaches. He knew he couldn't function, let alone stand before his new recitation sections. He hadn't met with the other GTAs in his introductory sociology section, so he couldn't call them. Besides he figured as he held his head in his hands, the main lecture hasn't even met yet. It won't matter. Bill went back to bed.

What happened? The 8:30 am section came to their recitation as listed in the schedule book, but no TA showed up. After about 5 minutes the class got restless. After 10 minutes, some students started to leave. They talked and negotiated amongst themselves. What are we supposed to do if no one shows, they asked each other. Finally, one of the students called the sociology department to ask who and where there TA was.

The rules require all GTAs attend all recitation sections scheduled or notify the department chair so a substitution can be assigned.

*Solution.*

What could Bill have done to avoid the turmoil?

The best response would have been to contact the lead professor or the Department so that a substitute could be found. In a pinch, Bill could have called a friend to walk over to the class to cancel the class. The bottom line is that skipping the class is not an option. Be responsible. Its your class. Notify.

-----

**E5. Absence from Class**

*Scenario: Tardiness*

Verne is ten minutes late for his first recitation. Nearly all the students were in attendance that day. He was late again and again, usually just 3 or 4 minutes. The students didn't seem to mind. But, when they were talking amongst themselves, Verne found that he had a difficult time quieting the class and maintaining his authority as TA. He didn't make the connection between the difficulty he was having in his class and the students disrespecting him in the class. He didn't realize that his lack of consideration for his class would affect his ability to teach or maintain his authority in the class.

*Solution:* Everyone is late sometimes. But, habitual tardiness, tardiness on the first few class meetings, and being more than a few minutes late is disrespectful to students and may create problems for the TA in the classroom. Don't be late, be early.

---

### 3c.3 Sample Course Requirements

Please make sure your course requirements are clear to everyone. The following list is an example of an acceptable set of course requirements.

#### Course Requirements:

3 reaction papers on readings, 10% each	30%
Midterm exam	30%
Final exam	35%
Participation	<u>5%</u>
	100%.

---

### E7. Confidentiality of Grades

Scenario:

Instructor Danni posted the midterm grades by the last four digits of the students social security numbers. Danni hadn't really considered that other students could identify each other that way. On the first day of class he had had the students write down their pertinent information including their names and social security numbers. One particularly competitive student, Jake, had remembered the social security number of his avid competitor, Jocelyn. So, when the grades were posted, Jake knew he out-performed Jocelyn. He said something to Jocelyn. Jocelyn was angered by the situation and decided to file a grievance against Instructor Danni..... It could happen!

Solution: Hand back students grades directly.

---

### E8. Office Hours.

*Scenario 1: Missing Office Hours.*

Jasmine sat in her office in Raney Commons all alone day after day during her office hours. No one ever comes to my office hours, she thought. She decided that she would stop into her office hours and then leave the office. Why sit around waiting for no one to show up, she thought. She didn't anticipate that students would start to come to office hours around the midterm and continue to come throughout the quarter. Not all students come to office hours during the first five minutes. Its rather unpredictable when, how many, and how often students will visit office hours. If you are not there, they will complain.

Solution: Don't miss office hours. If an emergency requires cancellation, schedule alternative hours and inform your students by email.

*Scenario 2: Off-Site Office Hours.*

The Raney Commons office is pretty far from his Arps Hall classroom, Tim reasoned to himself. Rather than hold office hours at Royer, Tim figured, that he could set up shop at Bernies Bagels on High Street. There he could get work done, see students, and have all the coffee he could want. Some of Tim's students really liked visiting Tim at Bernies. It is a relaxed and unthreatening environment. However, several students were dissatisfied with the arrangement. One student simply didn't like the restaurant/cafe because it smells like food. Another student complained that she kept running into acquaintances and never got to talk to Tim about her course work.

Solution: This can be avoided. Hold office hours in your assigned office.

-----

**E9. Class Rosters.**

Scenario:

According to the initial class roster, the recitation section was under-enrolled. The cap was 50 and just 32 students were listed on the roster. Given this, Marcus signed add slips for 7 students. When the second roster was issued, Marcus was shocked to see that fifty-seven students were enrolled.

Solution:

How Could this have been avoided?

Students can drop/add by using Brutus after the first roster is issued. Keep that in mind before you add students to your section.

But why does it matter if the class is a little larger?

Three primary concerns. First, classroom dynamics change as size increases. It may be more difficult to manage the classroom or to effectively reach all students in a larger class. Second, the classroom itself may not be equipped to deal with a higher than capacity class. That is, there simply may not be enough chairs when everyone attends. Lastly, you will be responsible for the grading. The more students you have, the more papers and tests you will have to grade.

-----

**E10. Class Records.**

Scenario:

Raymond kept really good records of all students grades. At the end of each quarter he cleaned his office up and threw away his records. The grades had already been submitted and the quarter was over. He didn't anticipate a grade complaint from one student. He couldn't effectively support the grade he assigned given the absence of records. Likewise, Ray didn't anticipate being asked to write a letter of recommendation for a top student from two quarters ago. While Ray remembered that Jake A. Student was a good student, he had no detail of the quality of Jake's work.

Solution: Maintain comprehensive records. Save your records for at least the last two quarters.

-----

**E11. Final Grades.**

Scenario:

It was Al's first quarter at OSU. Early November he booked his flight to go visit his folks in L.A. for the winter break. Al didn't realize that the quarter didn't end after his finals. He still must grade all final exams and other work before he could submit the final grades. The final grades are due the Monday after finals. His final exam was on Wednesday and his flight was scheduled for the Thursday. The professor wanted to meet with all the GTAs on Friday. Al had to change his flight.

Solution: Check the schedule every quarter. GTAs quarter isn't over until final grades are submitted...after finals week officially ends.

-----  
**E12. Standardized Evaluation Instruction Forms.**

Jaime was devastated to get her evaluation scores back after the quarter was over. While the majority of students ranked her better than average and high on most items, a solid 10-20% of students were not as satisfied with the course, text, and instructor. How could she have done so poorly, she thought.

Perhaps Jaime needs to consider that the vast majority of the students felt that she was at or better than average. You seldom will please all of the students. However, Jaime should review the areas noted as weaker and work to strengthen these areas. The open-ended evaluation sheets are quite useful in assisting instructors in areas of weakness and in highlighting strengths. Don't allow some bad evaluations to wreck your esteem. Focus on the good evaluations. Remember that being a GTA is a learning process. Pay attention to your areas that need work and work on them in the coming quarters. It is a learning process. No one is perfect.

## INSTRUCTIONAL DOs and DON'Ts

### DOs:

1. **DO** get in touch with the professor with whom you are working prior to the start of classes.
1. **DO** plan to work from the first day of classes through the submission of grades for the class. **This includes final exam week.**
2. **DO** order textbooks for your classes in a timely manner.
3. **DO** provide the Records Curriculum Coordinator with a copy of your course syllabus and **DO** turn in your grade roster and grade book or spreadsheet to the Records Coordinator at the end of the quarter.
4. **DO** provide Department Coordinator with information regarding when you will hold office hours (you need to schedule at least 4 hours per week).
5. **DO** respond in a timely manner to requests and deadlines by the office staff.
6. **DO** prepare ahead for each class.
7. **DO** have a plan for dealing with emergencies that occur for students; be consistent in applying your policies.
8. **DO always meet in your regularly assigned office** for your office hours.
9. **DO** apply the same criteria in evaluating all students' work.. **DO** discuss and define academic misconduct.
10. **DO** conduct course evaluations using the SEI forms.
11. **DO** plan to give an examination during finals weeks.
12. **DO** assign a range of grades for your classes.
13. **DO** retain materials submitted by students that are not returned to them for at least two quarters.
14. **DO** read the Department's Graduate Associate's handbook for a more detailed presentation of Departmental and University Rules regarding instruction at the Ohio State University. University Rules regarding instruction also can be found in Chapter 3335-7 of the Statutes Applying to the University, Bylaws of the Board of Trustees, and Rules of the University Faculty.

## **DON'TS:**

1. **DO NOT** schedule vacations and trips so that you miss classes or recitation sections. This includes the first day and week of class through the final exam.
2. **DO NOT** wait until the last minute to try to get handouts, exam, etc. reproduced for class purposes.
2. **DO NOT skip your office hours.** (Lack of availability of instructors is the single most common complaint of our undergraduates.)
3. **DO NOT** hold office hours, classes, or exams in the local eating or drinking establishments, or other unscheduled places. (Almost inevitably some students complain when this occurs, and on more than one occasion there have been very costly consequences such as inability to determine if students turned in papers, exams, and the like.)
4. **DO NOT** offer to meet with your students in the Sociology Research Lab or in the hallway outside the lab. The SRL is not for office hours.
5. **DO NOT** cancel classes unless there is an extreme last minute emergency that prohibits you from arranging for a substitute. If such an emergency occurs, notify the department receptionist so that someone will dismiss or cancel your class.

Related to item 5, **DO NOT** agree to perform the duties of another GTA unless you are certain that the Instructional Chair is aware or is being made aware and approve of your doing so.

6. **DO NOT** post grades by students' names or social security numbers. Never discuss a student's grade with a reporter, family member, or friend.
7. **DO NOT** place graded materials in a public place for students to pick up. Public places include top your desk, outside your office or classroom door, or in your mailbox.
8. **DO NOT** promise or assign all students a common course grade.
9. **DO NOT** change the time or place of the final exam.
10. **DO NOT** schedule to leave town for quarter breaks prior to the submission of final grades. You are required to be available to assist with or administer: the final exam, grading of exams and final assignments, and calculation and submission of course grades.
11. **DO NOT** offer to change a final course grade unless you have made a procedural error in evaluating or recording grades.

## APPENDIX F

### Academic Misconduct

---

TO: University Deans, Department Chairpersons, Faculty and Teaching Associates

FROM: Edward J. Ray, Executive Vice President and Provost

DATE: Monday, October 11, 1999

On behalf of the Committee on Academic Misconduct, I would like to remind the instructional staff to report suspected cases of academic misconduct to the Committee. Academic Misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. See Faculty Rule 3335-31-02. Comprised of faculty and students, the Committee establishes procedures for dealing with alleged academic misconduct, conducts hearing on charges of alleged misconduct, and imposes sanctions (which may include grade recommendations) when students are found in violation of the Code of Student Conduct. The procedures of the Committee are designed to protect both the instructional staff member and the student.

Part of the role of every member of the instructional staff should be to educate students about academic honesty and integrity and conversely behaviors that might constitute academic misconduct. This includes clear statements in course syllabi and other course materials about expectations and the consequences of dishonesty. Faculty should also be aware of the sources of information that students may use in an unauthorized manner (e.g. the Internet) and structure assignments that assess the students level of achievement in their enrolled course work.

If allegations of misconduct should arise, it is important you be as confident as possible that a violation has occurred and that you exercise sensitivity in bringing forward suspected cases of academic misconduct. Every effort should be made to inform the student of the allegation in a clear concise manner. The Committee recommends that you have a colleague present with you (who can maintain this information with confidentiality) when you inform the student of your allegations.

The consequences for a student accused of academic misconduct – regardless of the outcome of the eventual hearing – are unsettling to most and devastating for some, particularly those who believe themselves to be innocent or are unaware that certain types of behavior are indeed academic misconduct.

Since the Committee on Academic Misconduct does not conduct investigations before the hearing, it is essential that all materials presented be carefully compiled and considered before the case is forwarded. The procedure in forwarding a case calls for you to prepare a typed written report on department letterhead. The report should be as complete as possible and should have all relevant evidence attached. When possible, original documents, e.g. papers, exam sheets, etc. should be submitted. If the allegation is plagiarism, sources of plagiarized materials should be included with passages that have allegedly been plagiarized clearly marked. A copy of the course syllabus should

be included. The instructor of record for the course, if different than the person observing that alleged misconduct, must provide a letter acknowledging that charges are being brought forward.

The report should be reviewed by the department chairperson of the academic unit. The chairperson should attach a letter indicating that the materials have been reviewed and transmit the materials to the Coordinator of the Committee on Academic Misconduct, 1110 Lincoln Tower, 1800 Cannon Drive within three (3) working days. If possible the report should be hand delivered and marked “Confidential”. The Coordinator, on behalf of the committee, will officially notify the student of the charges and whenever possible, provide a copy of all materials that have been received regarding the case.

Once the case has been processed by the Coordinator, a hearing before a panel of members of the Committee on Academic Misconduct will be scheduled. Hearings are restricted to those directly involved in the case. The persons expected to be present at the hearing include the member of the instructional staff bringing the allegations (or a departmental representative), the student against whom allegations have been made, a representative from the student’s enrollment unit, and any witnesses requested by the accused, the Coordinator or hearing panel to be present who have information directly related to the situation.

Students suspected of academic misconduct, whether acknowledging involvement or not, should be allowed to continue in the course without prejudice pending a hearing by the Committee. In the course ends before the Committee has acted, the instructor should assign a grade of Incomplete in accord with rule 3334-7-21. The alternate grade assigned for the Incomplete would be that which will be given if the student is not found in violation of The Code of Student Conduct.

A note of caution: If you suspect a student of academic misconduct and invoke a grade reduction without going through the procedure of referring the case to the Committee, you are operating independently, without the support of faculty rules and are abridging the student’s rights.

Finally, it is imperative to maintain confidentiality of alleged academic misconduct. The instructor should confine his or her remarks exclusively to individuals who must be informed. Sharing information about an alleged act of misconduct with anyone not directly involved in the case is not only unfair to the student, but also violates the Family Rights and Privacy Act of 1974 which requires that the privacy of the student must be maintained. If you wish any clarification or assistance, please contact the Coordinator of the Committee (292-7262). The Procedures of the Committee on Academic Misconduct are readily available by contacting the office of the Committee on Academic Misconduct (292-7262), 33 W. 11<sup>th</sup> Avenue, Room 107 or on-line at <http://oaa.osu.edu/coam/home.html>

## **Committee on Academic Misconduct**

### **1. Prohibited Conduct (3335-23-04)**

Academic Misconduct is any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- A. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
- B. Knowingly providing or receiving information during examinations such as course examinations and general examinations; or the possession and/or use of unauthorized materials during those examinations;
- C. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such an assistance has been authorized specifically by the course instructor;
- D. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- E. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor for which the work is being submitted;
- F. Falsification, fabrication, or dishonesty in reporting laboratory or research results;
- G. Serving as, or enlisting the assistance of, a substitute for a student in the taking of Examinations;
- H. Alterations of grades or marks by a student in an effort to change the earned grade or credit;
- I. Alteration of academically-related University forms or records, or unauthorized use of those forms; and
- J. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

## **APPENDIX G**

## AN OVERVIEW OF THE FUNDAMENTALS OF TEACHING

(Aim to acquire these skills in three to five years.)

### **Mechanics of Classroom Performance (First Year)**

#### **Establish rapport**

Arrive early  
Learn names of students  
Break the ice with small talk

#### **Explain clearly**

Practice different ways of explaining  
Observe someone's class

#### **Lead discussions**

Practice different way of creating a discussion  
Have someone observe your class

#### **Give and grade tests**

Follow instructions of supervising faculty  
Be alert for possible academic misconduct  
Allow adequate time to solve problems, schedule make-ups,  
Control the classroom  
Deal with disruptive behavior  
Have a policy toward tardy students  
Avoid temper tantrums (yours and theirs)  
Find and use available resources when necessary (faculty supervisor, Coordinating GTA, Chairs of Instructions & Development, Faculty and TA Development, etc.)

#### **Follow the Rules**

Comply with Departmental DO'S and DON'TS  
Adhere to university rules and procedures governing exams, incompletes, academic misconducts, student complaints, grade grievances, etc.

#### **Learn Computer Skills Relevant to Teaching**

Consult SRL Staff for relevant programs or tutorials  
See lab staff for additional information

## **Advanced Skills for Independent Instructors (Teaching Sociology Seminar—1<sup>st</sup> or 2<sup>nd</sup> Year)**

- Develop a Syllabus
- Mandatory information
- Personalizing the syllabus

### **Convey Your Sociological Wisdom**

- Selecting Appropriate Reading Material and Supplements
- Emphasizing the important issues
- Teaching Critical Thinking

### **Create Good Examination**

- Psychology of testing
- Statistics for evaluation of multiple choice questions
- Consult Tools for Teaching text for guidelines

### **Document Your Teaching Performance**

- SEIs
- Teaching Portfolio
- Consult Tools for Teaching text for other methods of evaluation and feedback
- Office of Faculty and TA Development

## **The Art of Public Speaking (3<sup>rd</sup> Year—Practice, Practice, Practice)**

- Organize Your Lectures
- Use Overhead Transparencies and Other Tools
- Generate Questions
- Stimulate Thought Through Films, Videos, and other Supplements
- Create Special projects, Handouts, Exercises, etc.
- Have Someone Observe Your Classroom
- Present a Paper at a Professional Meeting

## **Teaching Excellence Award (4<sup>th</sup> or 5<sup>th</sup> Year)**

- Work on Performance Issues—Modulating and Projecting Your Voice, Gestures, Connecting with your Audience, etc.
- Develop a Teaching Philosophy
- Master the Human Relations of Teaching
- Arrange for A Videotape of Your Classroom Performance
- Have Something Important to Say

## APPENDIX H

### LIST OF COURSES LIKELY TO BE TAUGHT BY GTAs

---

COURSE NUMBER	COURSE TITLE
101	Introduction to Sociology
202	Social Problems
209	Introduction to Criminal Justice
210	Sociological Aspects of Deviance
310	Sociology of Gangs
320	Sociology of Education
367.02	Cities and Urban Life
370	Social Factors in Personality
380	American Ethnic Relations
391	The Community
410	Criminology
430	Sociology of the Family
434	Child and Society
435	Sociology of Women
463	Social Stratification
487	Types of Sociological Inquiry
488	Introduction to Sociological Theory
507	The Criminal Justice System
510	Women, Crime, and the Legal System
511	Sociology of Youth and Crime
549	Quantitative Research Methods in Sociology
597.01	Contemporary World Societies: Social Institutions and Social Change
597.02	World Population Problems

---

**Information folders for each one of these courses are available on the S Drive (S:\trc\Classes). These folders include a list of previous instructors, sample syllabi, GEC statements, a list of possible films, and sample assignments and exercises. Please check the folders often as they will be updated on a regular basis.**

---