Getting Started as a TA

Guidelines, Policies, Practices,
and other Useful Information

UCLA
Department of
Chemistry and Biochemistry

2015-2016

A Collection of Important Facts to Know Before you Start to TA

(I) Nuts and Bolts

Bruin ID Card

The Bruin ID Card is the official UCLA identification card for students, faculty and staff. The Bruin ID Card is your registration card and has many other functions such as meal service, and access to the recreational centers across campus. Your first card is free. The fee to replace a lost/stolen card is $23.50 and it will be charged to your BAR (*Billing and Accounts Receivable System*) account. Your Bruin card has a barcode that allows you to use the Xerox machine and check out on the first floor of Young Hall. You will be given access to an account number for the course you are teaching at the beginning of each quarter. Only course-related materials can be charged to these accounts.

Departmental Keys Information

Keys for Chemistry Teaching Assistants:

D340 opens: Rooms 1049 and 1067 – Biochem 153L labs; Room 1029 – Exam storage cabinets area; Room 1225 – Graduate Lounge; Room 2050 – Conference Room

X26 opens the Chemistry Building

6011 opens the laboratories in the East, West and South wings,

Bruin card opens Rooms 3037 – Café Common, 2033 – Conference Room, 1224 and 1234 – Research Store and Copy Center.

TA Mailboxes

Correspondence between TAs in a course is handled through the graduate student mailboxes on the third floor and e-mail. You will each be assigned a department e-mail account.

Course ID Numbers for Photocopying

The instructor you are teaching for will give you the Course ID for use in the Photocopy room or in the Research Storeroom for class materials only.

Departmental Computer Usage

Computers with word-processing software and printers are available for graduate student use for preparing quizzes and similar materials in the graduate computer labs.

(II) UCLA Course Policies

Enrolling in Classes

Undergraduate students may add classes in the first two weeks of the quarter without paying a fee. In most cases undergraduate students may add classes during the third week of the quarter with a PTE number. Students must also pay a fee. In the case of impacted classes, special rules may apply. Also, different departments may enforce variations on these policies, so check with Denise Mantonya in 4006 Young Hall for variations.

Dropping Classes

In most cases, undergraduate students may drop classes in the first two weeks of the quarter without paying a fee. Between the second and fourth weeks undergraduate students may drop a class up with a fee. After the fourth week undergraduates must receive approval to drop a class with a fee. In the case of impacted classes, special rules may apply. Also, different departments may enforce variations on these policies, so undergraduates should check with their department for exceptions.

Impacted Courses (Heavy enrollment courses with additional dropping restrictions)

The following Chemistry & Biochemistry courses are impacted: 14BL, 14CL, 20L, 30A, 30AL, 30B, 30BL, 30C, 30CL, 110A, 114, 114H, 30B, 30BL, 30C, 30CL, 144, 153A, 153B, 153BH, 153C, 153L, 154, C174/C274 AND 184. Impacted courses may only be dropped after the second week of a term when there are exceptional

extenuating circumstances. Exceptional extenuating circumstances do not include circumstances of short duration where other alternatives exist, including but not limited to a late drop of other non-impacted courses or taking an Incomplete in the impacted course.

Extension Student Enrollment

These are students who are not regularly enrolled but wish to take daytime courses. University policy on Extension students is that "all regular enrolled students" must be accommodated before extension students may be added to a course. Extension students will have a form that must be signed by the Professor in charge of the course and then signed by the Undergraduate office.

Final Exams

The time and location of each final examination are assigned by the University Registrar. Specific final exam locations are posted on the UCLA Schedule of Classes one week prior to finals week. Examination codes are listed for each course on the Schedule of Classes. (http://www.registrar.ucla.edu/schedule/schedulehome.aspx)

An instructor's method of evaluation must be announced at the beginning of the course. Final written examinations may not exceed three hours' duration and are given only at the times and places established and published by the department chair and the Registrar's Office (Senate Regulation A332A). No student shall be excused from assigned final examinations except as provided in the following paragraphs.

Policy on Alternate Examination Dates

In compliance with Section 92640(a) of the California Education Code, the University must accommodate requests for alternate examination dates at a time when that activity would not violate a student's religious creed. This requirement does not apply in the event that administering the test or examination at an alternate time would impose an undue hardship, which could not reasonably be avoided. Accommodations for alternate examination dates are worked out directly and on an individual basis between the student and the faculty member involved.

1. In general, students should make such requests of the instructor during the first two weeks of any given academic term, or as soon as possible after a particular examination date is announced by the instructor.
2. Students unable to reach a satisfactory arrangement with their instructor should contact the Campus Ombuds Office in the Strathmore building at 501 Westwood Plaza, or the Office of the Dean of Students, 1206 Murphy Hall, for assistance.
3. Instructors who have questions or who wish to verify the nature of the religious event or practice involved should contact the Campus Ombuds Office or the Office of the Dean of Students for assistance.

This policy has been reviewed and approved by the Academic Senate Undergraduate Council. Faculty members should remember that while it is fully in their discretion to make arrangements with individual students for alternate examination times, including final examinations, faculty members must conduct the scheduled final examination for the class as a whole at the times and places established by the department chair and the Registrar's Office.

Changing Grade Credit Detail

Undergraduates wishing to change from a Pass/No Pass (P/NP) to a letter grade, or vice versa, should visit their academic advisor. They have up to the sixth week of the quarter to make credit changes, although there is a fee after the second week.

Incomplete Grades

Students must have a passing grade in the course they are requesting an incomplete for. Students must have extenuating circumstances to request the grade of incomplete. Incompletes must be made up the next quarter the student is enrolled (not summer) or the grade of incomplete will lapse to an "F". Students do not re-enroll in the course the following quarter.

AAP (Academic Advancement Program) Tutoring Service

Many of your students will be eligible for AAP Services. You should encourage them to take advantage of these opportunities. Counselors at AAP encourage students to explore their talents, believe in themselves, and aspire to academic and personal excellence. Counselors work with students to plan their academic programs, monitor progress toward the degree, provide information about degree requirements, and discuss graduate school and career options. See http://www.aap.ucla.edu/counseling/overview.html or call (310) 825-1481.

Chemistry and Biochemistry Tutoring List

The Chemistry and Biochemistry undergraduate office maintains a list of departmental graduate students and postdocs who are willing to serve as paid private tutors. This list is available in the Undergraduate office 4006 Young Hall or at http://www.chemistry.ucla.edu/pages/programs click on "Tutoring List". You may not tutor any students in a course for which you are currently a TA.

(III) Apprentice Teaching Appointments

Graduate students who are in good academic standing (3.0 cumulative GPA or better) and who are enrolled in at least 8 units during the quarter in which they teach are eligible to be TAs. A graduate student may serve in an apprentice teaching appointment for up to 12 quarters

There is no University policy that states that graduate students must teach while at UCLA; however, Chemistry & Biochemistry requires 3 quarters of teaching experience in order to earn a graduate degree. Effective teaching requires good leadership, motivation and communication skills. In addition, serving the University as a TA demonstrates an ability to act as an effective team player. Thus, your experience as a teacher may benefit your job search strategy or career no matter what profession you choose to pursue.

Teaching Assistant

This is the level for students who have not completed all requirements for the master's degree or 36 units of graduate coursework. Teaching assistants serve as course assistants for undergraduate courses and are supervised by faculty members. The duties of teaching assistants are varied and may include assisting the faculty member in the preparation of course materials; conducting discussion, quiz, laboratory or field sections scheduled by the faculty member; assisting in the evaluation and grading of students; holding office hours; and proctoring examinations.

Teaching Associate

This is a graduate student who has completed the requirements for a master's degree or at least 36 units of coursework and has had at least one year of approved teaching experience; these are the minimum University requirements for the position of teaching associate. Teaching associates are responsible for the same types of duties as those performed by teaching assistants. Like teaching assistants, they are supervised by the faculty member in charge of the course to which they are assigned.

Teaching Fellow

A teaching fellow has been formally advanced to candidacy for a doctorate and has at least two full academic years of approved teaching experience. Teaching fellows are advanced course assistants and apprentice teachers who may provide the entire instruction of a lower division course, but they are permitted to do so only under the general supervision of the faculty member in charge of the course. Teaching fellows may also perform duties similar to those of teaching assistants and associates.

The Collegium of University Teaching Fellows (CUTF) cutf@oid.ucla.edu, or www.oid.ucla.edu/cutf.

CUTF provides graduate students who have advanced to doctoral candidacy an opportunity to develop and conduct a lower division seminar in their area of specialization. It also allows undergraduate students a chance to experience a small size seminar environment and to interact with graduate students whose work represents the 'cutting edge' of their discipline. Applications are available during Winter Quarter and require submission of a proposal for the course the graduate student wants to develop and teach. The submitted proposals are reviewed during Spring Quarter and approximately 15 fellows are selected. Selected fellows are required to

enroll in a 596 seminar during the following Fall Quarter to assist in course preparation and to discuss pedagogical skills. For more information regarding CUTF, application, and applicant requirements please contact the CUTF program office.

TA Consultant

Departments that participate in the Teaching Assistant Training Program are awarded funds to hire an experienced TA as a Teaching Assistant Consultant (TAC). TACs work with faculty advisors in developing, organizing, and implementing departmental TA training programs. Duties of the position may range from instruction in teaching methodology and development of advanced seminars in teaching with technology to peer observation in the classroom and videotaping. TACs are selected by the individual departments and, while providing a link with the campus-wide program, function primarily for the benefit of TAs within the department. The TAC is another great resource to help you with any type of TA issues.

Union Representation, Workload, benefits, etc. for Apprentice Personnel: Teaching Assistants, Associates, & Fellows

Graduate students who receive teaching appointments are in the category referred to as academic apprentice personnel. They must be registered students in full-time residence and are employed for a maximum of 20 hours per week. The University regards teaching assistants primarily as students whose work is an integral part of their professional training. It should be recognized that the objectives and conditions of Academic Apprentice Personnel Appointments are different from those of regular staff employment. The purpose of a teaching assistantship is to afford graduate students a preparatory training experience for future teaching and research-oriented careers, as well as to augment the University's resources for graduate student support. The employment of academic apprentice personnel is governed by a contract between the University and the Association of Graduate Student Employees. The contract and other policies and resources for graduate students can be found at http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/ This contract establishes agreements between the University of California and the UAW for the Academic Student Employee Unit. For all information regarding your status as a graduate student, the opportunities available to you and the expectations of the University for you as a graduate students and an apprentice academic employee refer to the Graduate Division web site http://www.gdnet.ucla.edu

Workload

An apprentice appointment is for 220 hours/quarter, which can include the week before the quarter, 10 weeks of the quarter, finals week, and the week after finals. If you have a 50% appointment it is expected that you should work on average no more than 20 hours per week (10 hours per week for 25%) during this period. Obviously, a teaching assistant's responsibilities are not always the same from week-to-week, so some weeks you may work fewer hours and other weeks you may work more. However, you should work no more than 220 hours during a one-quarter TA appointment (potentially over a 13-week period). The 220 hours per quarter of a 50% appointment are intended to include time spent in preparation, teaching, office hours, reading, commenting on and evaluating student work, attending lectures by the faculty member in charge of the course, and any other course-related work, such as responding to student e-mails or holding electronic office hours. If circumstances required you temporarily to work at a combination of academic appointments totaling more than 50% time, you must have your department petition the graduate division for an exception.

Appointment, Reappointment, & Duration of Employment

Appointments to the apprentice titles of Teaching Assistant, Associate, or Fellow are for one quarter, two quarters, or an entire academic year and are self-terminating. Those few appointments approved by the Graduate Division for more than one year are the exception to this general rule. Graduate students are appointed to the apprentice category for which they qualify as of two weeks prior to the date on which employment begins. The initial appointment to a teaching assistantship is based on academic excellence, promise as a teacher, and other criteria established by the hiring department. Reappointment is based on both academic progress and performance as a teaching assistant in all cases.

General Departmental and University Instructional Responsibilities

When you were an undergraduate, you may have seen the teaching assistant as a powerful figure who assigned you homework, graded your papers, led your sections and controlled your life as it concerned any given course. Now that you are a TA, you will, yourself, be assigning homework, grading papers, leading sections, and fulfilling a variety of other instructional roles in the lives of your students. Although there are variations in the duties of TAs across departments and disciplines, in many cases (particularly in lower division courses) the TA serves as a main point of contact for the undergraduates.

Evaluations, Duties & Responsibilities

The quality of your work as a Teaching Assistant, your attitude toward this important teaching function, and your cooperation are important parts of your record as a graduate student. These factors are included in all letters of recommendation (e.g., for all fellowships and employment) issued by the Department of Chemistry and Biochemistry. What your students will learn in the course depends very significantly on your attitude and abilities as a teacher, particularly for the great majority of students who are neither at the top nor the bottom of the class. You are a representative of the department, the university, and the academic world to your students. Obviously, conscientious attention both to the art of teaching, and to responsibilities of running a section and carrying out assigned duties is essential. It is also important that avoiding the appearance of favoritism preserves the integrity of the teacher-student relationship. Specifically, relationships with students that compromise your ability to treat students with equal fairness, and/or extracurricular contacts that create an actual or perceived condition of inequality in the classroom must be avoided.

A summary of criteria used by the department for the evaluation of Teaching Assistants follows:

1. Faculty members are asked to give an evaluation of the performance of each of the Teaching Assistants assigned to their courses. This includes comments on the TAs effectiveness in conducting the laboratory or discussion sections and in meetings as well as other responsibilities such as proctoring, grading (reports, papers and/or exams), office hours, and attendance at TA meetings. A copy of this evaluation is given to the individual TA. (see the following page).
2. Student evaluations of each TA are also obtained each quarter. The Graduate Office collects these ratings and provides a computerized summary. This material is available in the Graduate Office for the individual TAs perusal.
3. The Director of Student Services reviews both evaluations and will make helpful comments when necessary. Serious failure to meet obligations will lead to termination of the appointment. Alternatively, evidence that a TA has performed at a level beyond his or her assigned duties, and through his or her initiative has effectively contributed to the course contributes to the criteria for the Department Teaching Awards.

The Chancellor has also issued the following guidelines. Teaching Assistants are responsible

A For conducting classes in accordance with the instructions of the faculty member in charge of the course.
B. For meeting assigned classes at approved times and places, and for securing approval through the faculty member in charge of the course of any schedule change.
C. For informing the faculty member in charge of the course when unable to meet classes.
D. For meeting assigned responsibilities in relation to examinations.
E. For reporting to the Department Chairman and the faculty member in charge of the course any incident involving intimidation or interference with the conduct of the class.

CHEMISTRY AND BIOCHEMISTRY TEACHING ASSISTANT EVALUATION FORM

Your evaluation will be made available to the Teaching Assistant after grades have been completed for your course.

INSTRUCTOR_____ TA_____ COURSE_____

Basis for Evaluation (check all that apply)

Observation of discussion section, office hours, lab, or related teaching activity _____
TA Meetings □ _____
Grading □ _____
Student Comments _____
Conversations with TA _____

Course Content

Mastery of Course Material TAs are expected to understand the course material at a level that allows them to explain the information to students in several ways and to recognize student misconceptions and errors when working with students in class, office hours or on exams and problem sets.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge

Comments

Safety

TAs are expected to adhere to and implement all university, department, and course safety regulations.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge

Comments

Teaching Practices

Responsive to Student Learning Needs TAs are expected to respectfully treat students who are experiencing learning difficulties and to assist them in overcoming these difficulties.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge

Comments

TA-prepared Handouts and Related Instructional Materials TA-prepared handouts and related instructional materials are expected to be accurate, unambiguous, and consistent with the content goals of the course. All materials are expected to be neat and grammatically correct.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge

Comments

Grading TAs are expected to grade consistently, fairly, and accurately with appropriate notations on exams and reports to assist student learning and minimize opportunities for subsequent cheating. TAs are expected to follow instructor's grading guidelines.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge.

Comments

Management TAs are expected to conform to instructor directions on all management practices related to the course as defined by the instructor. This includes, but is not limited to, grading policies and deadlines, attendance at TA meetings and lectures, format and procedures for TA-prepared handouts, assistance to instructor.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge

Comments

Academic Conduct

TAs are expected to adhere to all University and Department policies on conduct as outlined in the Policies and Procedures for Academic Apprentice Personnel and the Department Graduate Guidebook.

O	O	O	O	O	O
1	2	3	4	5	No opportunity to
Does not meet expectations		Meets expectations		Exceeds expectations	judge

Comments

Overall Rating

TAs who do not meet expectations will be placed on probation.
TAs on probation will be monitored and appointments will be subject to cancellation if expectations continue to not be met.
TAs who meet expectations may be reappointed without conditions.
TAs who exceed expectations may be reappointed without conditions and will be eligible for consideration for TA awards.

O	O	O	O	O
1	2	3	4	5
Does not meet expectations		Meets expectations		Exceeds expectations

Additional Comments

To be completed by teaching assistant:

I have reviewed this faculty evaluation of my performance as a teaching assistant. I understand that this evaluation is part of my graduate student record.

Signature:_____ Date: _____

(Optional)
I will be submitting a separate response to the graduate office to be put in my personnel file also.

Signature:_____ Date: _____

Specific University Policies

(I) Conduct, Discipline, and Grievances

Apprentice personnel are bound by the ethical precepts of the academic profession and are subject to University policy that establishes their institutional obligations. Violations constitute the basis for disciplinary action, subject to the procedural safeguards outlined in Policies and Procedures for Academic Apprentice Personnel. As a TA, if you observe or hear of incidents of harassment or intimidation, please contact one of the five Harassment Information Centers listed at the end of this section.

The TA and University Policy

As a TA, you are one of a group of more than 1,500 graduate students who are serving as teaching assistants at UCLA. A teaching assistantship affords a unique opportunity to acquire teaching experience and skills that will help you should you decide to go on and teach at the college level; however, the communication and group leadership experience will be useful to you no matter what field you ultimately choose.

Student Diversity

The University is committed to a community of diversity. The latter can be said to exist when differences are understood, respected, and appreciated. Teaching Assistants are expected to foster understanding of the diverse elements of the University community. TAs should neither engage in, nor have to tolerate, prejudicial attitudes toward, race, national origin, religion, ethnicity, gender, disabilities, or sexual orientation. The following is an excerpt from an article written by Chancellor Albert Carnesale for the Daily Bruin on November 3, 1998:

> *For more than three decades, UCLA and the University of California have worked diligently toward ensuring that the student body of our state's great public university system mirrors the ethnic and cultural diversity of California itself. Commendable progress was made; UCLA and her sister campuses take pride in their role of preparing leaders from and for all segments of our society, not just a chosen few. Although it is one of UCLA's most cherished hallmarks, we do not seek diversity for diversity's sake. Students learn not only from their professors but also from each other, and they benefit most when their classmates reflect many different backgrounds, experiences, and cultures. UCLA has proven conclusively that academic excellence and diversity are compatible and, in fact, mutually reinforcing.*

Sexual Harassment and Gender Discrimination

Students may be discouraged, angered, or confused by subtle and overt gender-specific verbal and nonverbal behaviors – feelings not conducive to a good learning experience in a university environment. Sexist behavior and attitudes communicated to a student by faculty or other students can undermine self-confidence and foster feelings of helplessness or marginality, whether or not the student is aware of the sexist nature, unfairness, or outrageousness of the behavior. TAs may treat students differently, for example, by:

1. Making comments that disparage one sex in general, their intellectual ability, or academic commitment
2. Diverting discussion of a specific student's work toward a discussion of his or her physical appearance
3. Relying on sexist humor as a classroom device
4. Making eye contact more often with men than with women or the reverse.
5. Nodding and gesturing more often in response to one gender's questions and comments than to another's.
6. Interrupting women, for instance, while they are making comments more often than men
7. Addressing the class as if no women were present
8. Calling female students by name more often than male students
9. Phrasing classroom examples in a way that reinforces a stereotyped and negative view of psychological traits
10. Using classroom examples that reflect stereotyped ideas about men's and women's social and professional roles
11. Making direct sexual overtures.

The University of California is committed to creating and maintaining a community in which students, faculty, administrative and academic staff can work together in an atmosphere free of all forms of harassment,

exploitation, or intimidation, including those of a sexual nature. Specifically, every member of the UCLA community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the University to take whatever action may be needed to prevent, correct and, if necessary, discipline behavior which violates this policy. Sexual harassment is defined, for purposes of this policy, as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. This constitutes sexual harassment when:
Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other University activities.

Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive University environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration should be given to the record as a whole and to the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred. Complaints of sexual harassment may be effectively resolved through informal intervention. Individuals who experience what they consider to be sexual harassment are advised to inform the alleged offender immediately and firmly. Alternatively, a complainant may discuss the matter initially with the alleged offender's supervisor or department chair. Complainants are not, in any case, required to participate in informal counseling before filing a formal complaint. A complainant can also contact the Sexual Harassment Office for information at 310-206-3417, 2244 Murphy Hall, pthomason@conet.ucla.edu. A complainant who wishes information or confidential assistance regarding options for addressing harassment may visit or contact the Campus Ombuds Office at Strathmore Building, Room 105, 310-825-7627, www.saonet.ucla.edu/ombuds. The ombudspersons are neutral, independent, informal complaint-handlers. They listen to people, offer information about University policies and procedures, help identify ways to address fears of retaliation, and assist people in learning how to deal with a problem directly on their own. The ombudspersons may serve as mediators or shuttle diplomats, and may also help bring problems to the attention of appropriate administrators if there is permission and agreement between the complainant and the ombudsperson that this might be helpful. The Ombuds Office may also be of help in informing the individual about other campus resources that might provide assistance. Finally, the Ombuds Office can inform the complainant of ways to initiate a formal grievance procedure. Copies of the various formal procedures for consideration of complaints of sexual harassment may be obtained from departmental offices, the Ombuds Office, and the Campus Counsel's Office at 3149 Murphy Hall, 310-206-6985.

Complaints Against Teaching Assistants

A person who alleges that an apprentice appointee has violated University policy or professional ethics normally addresses the complaint to the department chairperson who has jurisdiction over the individual's appointment. The chairperson is empowered to lodge a formal complaint against the individual with the dean of the school or college under whose jurisdiction the department falls. The formal complaint consists of a written statement of the facts that allegedly constitute a violation of University policy or professional ethics. A copy of the statement is sent to the individual against whom the complaint has been lodged. If the Dean concludes that there is a clear probability that the individual's continued assignment to his or her regular duties would endanger the University or substantially impair the integrity of the academic program, the dean may place the individual on full or partial interim suspension with pay, pending resolution of the case. Upon investigating the facts of the case, the dean may impose appropriate disciplinary sanctions including written censure, suspension, or dismissal, subject to the procedures for termination. The Dean informs the Chancellor, the Dean of the Graduate Division, the department chairperson who has jurisdiction over the individual's appointment, and the individual, of the decision and of any sanctions to be imposed. When the sanction to be imposed involves dismissal, the dean must give notice in accordance with the policy on termination. In any case resulting in the imposition of a sanction, the individual has the right to appeal under the Campus Appeal Procedure. The union contract outlines grievance and arbitration policies and procedures. Contact your union steward for more information.

(II) Academic Dishonesty

Plagiarism

The use of another's ideas or words as if they were one's own. This is the definition of plagiarism found in the pamphlet, "Style Sheet," published by the UCLA Department of English. Plagiarism includes, but is not limited to:

1. Obtaining, by purchase or otherwise, a part of or an entire work which you then represent as your original work;
2. Representing as your own work identifiable ideas, data or wording of another;
3. Omitting the true source of any idea data or argument in any assignment so that the reader assumes the work is your own. Paraphrasing or summarizing the contents of another's work is usually acceptable if the source is clearly identified, but neither technique constitutes independent work. If you wish to discuss your ideas for a paper with another student or get editing help once you have written your paper, check with your instructor to be sure your collaboration meets the instructor's expectations for independent work. (Adapted from the University of Rhode Island's "Student Rights and Responsibilities," and the University of New Hampshire's "Rules of Conduct")

Multiple Submissions

The resubmission by a student of any work which has been previously submitted for credit in identical or similar form in one course to fulfill any of the requirements of another course. To do so without prior permission from the current instructor is impermissible and shall be considered academic dishonesty. In other words, unless she or he gives you alternative instructions, your current instructor expects the work which you submit to be prepared for that course only.

Fabrication

Unauthorized falsification or invention of any information or citation in an academic exercise. For example, your laboratory report should be a discussion of the results of an experiment which you performed. If you miss a lab, talk with the instructor about alternate arrangements. If you attended the lab, but your results are not what you believe they should have been, talk with the instructor. Do not assume, in either case, that you may fabricate the lab report or invent the data.

Cheating

Using or attempting to use unauthorized materials, information or study aids in any academic exercise; or helping or attempting to help another commit an act of academic dishonesty. For example, when you take an exam, whether in class or out of class, it is expected that the responses you give are your own, without looking at or copying someone else's work and without receiving any unauthorized assistance from notes or friends. Do not knowingly allow anyone to copy from your paper. If you have a question about an exam or if you believe someone is cheating, talk with the instructor or proctor. Once an exam has been returned to you, do not alter your answers and then resubmit the exam for additional credit.

Specific Department Instructional Policies and Practices

All Chemistry & Biochemistry undergraduate department courses consist of lecture and laboratory or discussion. Teaching Assistants conduct the discussion and laboratory portions of these courses. Discussion sections meet at various hours between 8:00 a.m. and 4:00 p.m., Monday through Friday; laboratory sections often have evening sections. The size of discussion and lab sections depend on the capacity of the room and frequently the level of the course. Regardless of which type of course you are assigned to as a teaching assistant, your obligations may include the week prior to classes, the week of the final exam and the week after the final exam.

(I) Obligations and Duties

For Lecture-discussion Courses

1. Conduct the discussion section meetings each week for each section assigned to you. In some courses a portion of the section will be set aside for student problem solving. Spend the remaining time answering students' questions about course material, problems from the previous week, and demonstrating the logic and thought process involved in working problems from the texts or similar problems.
2. Attend the course lectures. If you must miss a lecture, get the notes of someone capable who was there, or borrow them from the course instructor if this is feasible. Nothing is quite so discouraging or confusing to students as to find contradictions between two people responsible for teaching them the same material. Alternative explanations or interpretations are, of course, always welcome (if they illuminate rather than obscure) but they should be done consciously, not unwittingly. You will find that attendance at lectures also helps you review topics that may be further away from you than desirable for efficient and effective control.
3. Maintain your regular, scheduled office hours. Arrange these hours so that as many of your students as possible will be able to consult you. Make a special effort to arrange convenient hours. Students who cannot see you at these times may arrange to meet you by special arrangement. However, if students come by at other times when you're busy, politely tell them you are busy and ask that they come by at a mutually convenient time or direct them to another TA in the course who is having office hours at that time. Any student enrolled in the course may see you during your office hours.
4. Read and grade the questions assigned to you on the midterm and final examinations.
5. Attend all TA meetings and office hours. In many courses a final TA meeting is held in which the grades of the students are discussed. Attendance at this meeting is mandatory. Make sure that there is no conflict with final exam grading and/or attending final TA meeting before scheduling vacations at the end of the quarter.

For Lecture-laboratory Courses

1. Conduct the laboratory meetings for each lab section assigned to you. Since the students must complete the laboratory work during their regularly scheduled section meetings, it is imperative that the laboratory be opened on time to allow students to begin their work as soon as possible. It is important that you stress the need for punctuality so latecomers do not distract other students during the pre-laboratory discussions, which may include watching a specific technique video or an actual demonstration given by the TA. Make sure all students wear eye protection, full-length lab coat, closed toed shoes (no ballet flats or mules or loafers that expose the back of the foot and ankle area) at all times when experimental work is being performed. Most of the time in the laboratory you should go around from student to student, observing students' lab work, asking probing questions about the experiment and the students' techniques, and noting whether notebooks are being used properly as a place for primary and legible records of observations. Remember that beginning students have almost no concept of good laboratory techniques or of how to make meaningful records of what they do.
2. Attend lectures. If you must miss a lecture, get the notes from someone capable who was there, or borrow them from the course instructor if this is feasible. Nothing is quite so discouraging or confusing to students as to find contradictions between two people responsible for teaching them the same material. Alternative explanations or interpretations are, of course, always welcome (if they illuminate rather than obscure) but they should be done consciously, not unwittingly. You will find that attendance at lectures also helps you review topics that may be further away from you than desirable for efficient and effective control.

3. Specific instructions for grading each experiment will be given during the regular TA meetings. It is important that you follow these guidelines so that differences between the grades of students in the various sections are not a result of differences in the TAs. You are not allowed to change the grading keys without first consulting with the course instructor.
4. Be responsible for the cleanliness and orderliness of your lab at all times, and the condition of the balances and equipment your students use. At the end of the period, erase the board for the next section, and be sure the laboratory (including desk tops, sinks, hoods and side shelves) and areas around the balances are cleaned.
5. Ensure that all equipment such as hot plates, balances and spectrometers are turned off, and all doors are locked before you leave the laboratory.
6. You are not allowed to play music (including laptop, tablets, iPod, MP3/MP4 players and radio etc.) when the laboratory is in session. This includes your students because it poses a safety concern if someone can't hear what is going on around them.
7. Attend all TA meetings and office hours. In many courses a final TA meeting is held in which the grades of the students are discussed. Attendance at this meeting is mandatory. You must make sure that there is no conflict with final exam grading and/or attending final TA meeting before scheduling vacations at the end of the quarter.

(II) Exam Policies

Grading

Grading should never be done in rooms to which undergraduates have normal access (i.e. during laboratory sections or office hours). Graders with research labs may grade in their research laboratories, but it is essential that a note (with date and time) giving the whereabouts of the exams be left at the location where the exams are being stored as provided by your course instructor. However, some faculty may require all TAs grade the exams at the same time at a specific location in the department. Therefore, you must always follow the specific instructor policy when grading exams. Under no circumstances are exams to leave the Chemistry buildings before they are completely graded, checked, totaled, recorded and handed back. Depending on the exam grading policy as provided by the course instructor, you may be required to count the number of exams you remove for grading and recount the number of exams when you put them back in the specific exam storage location. Some faculty may require you fill out a log sheet, which may include information such as the packet numbers of the exams you are taking, your name, the time, and the place where you will be grading the exams. Upon returning the exams, "sign in" the exams by noting the time returned. Please remember:

1. Work the problem or answer the question yourself first.
2. Then check the grading copy and any instructions with it, and consider the assignment of partial credit according to the instructor's instructions.
3. Check with the instructor first unless explicitly told that the grading copy is sufficient.
4. You should always check when you have questions or doubt about the keys.
5. Read 15 to 20 papers before starting to grade any exams - ambiguities and possible errors in the question are often found in this way.
6. Check carefully with anyone else who is grading an identical or parallel question to be sure your standards are the same.
7. Draw a line or cross through a blank space on the paper, or circle the student's work on the page.
8. Do not grade when you are tired.
9. You should double check the assignment of points (avoid writing down the number of points missed in place of the number obtained. This sometimes happens when a question is fairly easy and it is easier to count the points missed).
10. Handle original grading copies very carefully and do not mark them up, since they are usually intended for posting; they should be returned to the instructor after you have finished grading. Do NOT make copies or share the grading keys with the students.

When students come to see you about a grading matter, they usually have legitimate questions or misunderstandings; be patient and courteous. If a student seems to have a correct answer on a question that you have not graded, tell the student to return the exam to the instructor for consideration, along with a written

explanatory note. Do not tell a student he deserves more credit! You do not know how the question was graded. Also, never tell a student which TA graded what specific question! However, note that not all faculty allow exam re-grades. Check with the instructor to see what is the exact policy for exam re-grade.

Exam Cabinets

Filing cabinets where exams may be stored during the grading period are located in Room 1029; Key No. D340 opens this room. The lock combination to open to the filing cabinet for your course can be obtained from Dr. Maher Henary in Room 1072. Instructors may choose to store exams in a different location. Therefore, always check with the instructor to make sure you know where the exams are being stored in the department.

Exam Keys

Depending on the class that you teach, your instructor may post exam keys on CCLE (http://ccle.ucla.edu/), or online using their own specific Web sites or on physical course bulletin boards. Keys for the bulletin board may be borrowed from 4006 Young Hall or Mail and Information services (Room 3034). You should check with the instructor to make sure you know where the exam keys will be posted for the course and never directly give students the key unless specifically instructed to do so.

Exam Review Sessions

Before you schedule any review session for your class, you must have prior approval from your course instructor. All requests for additional rooms for review sessions (outside normal discussion times/lab times or office hours) must be made via e-mail. All requests should be sent to denise@chem.ucla.edu. These requests must be submitted at least one week in advance; confirmation of the request will be sent by return e-mail within 48 hours. All requests must include your full name, the course you are teaching, day, date, time and approximate size room you are requesting.

(III) Miscellaneous

Office Hours

The typical office hour requirement for teaching assistants is two hours/week (in addition to any assigned discussion sections or laboratory sections) Office hour times and rooms can be reserved on a first-come first-served basis at the graduate office. Once you sign up for the office hours, you are committed to these times and locations for the quarter. Choose your office hours so they will benefit many of the students in the class not at times convenient for you but not students (eg Friday 6-7pm). The instructor may have additional policies/restrictions on office hours. You should check with the instructor before officially signing up for office hours.

Textbook Checkout and Return

Textbooks for the course you are teaching are available on a per-quarter basis at 4006 Young Hall. Textbooks must be returned at the end of each quarter. You will be sent an e-mail reminder each quarter as to when books must be returned. If books are not returned at the end of the quarter a University hold will be placed on your records and your BAR account will be charged for the full replacement value of the textbook.

UCLA CCLE, My Gradebook and MyUCLA

Online course management is used throughout UCLA. Different departments support a variety of systems, such as Blackboard, and Moodle. Many faculty in the department use UCLA CCLE (http://ccle.ucla.edu/) as the online course management system. Faculties submit their final grades to the Registrar through the UCLA portal My.Gradebook. Some instructors will require their TAs to enter quiz grades and midterm scores into My Gradebook during the term. The College web site (visit the website: my.ucla.edu) provides a customized single point of entry for students, giving them a list of all their current course web sites, as well as information about student services, their academic progress, and so on. Using their "My UCLA" page, each student can quickly link to the homepage for each course in which they are enrolled. Please keep in mind that not all instructors use online course management systems for grade recording. You should always check with the instructor on the exact format of grade recording at the beginning of the quarter.

Effective Teaching Practices

(I) Conducting Discussion Sections

Preparation and Procedures

Each course has its own procedure or policy for conducting TA sections. For example, what activities to carry out or when to collect homework or give quizzes in the discussion section? You should always follow course policies in these matters because students are quick to compare and complain about what they feel are inequities and the instructors have pedagogical reasons for the procedures they use. The main function of a discussion section is to give students an opportunity to resolve difficulties they may have with the subject matter. In order to maximize this function, there are section requirements: First, DO NOT LECTURE! Let your motto be "THEY talk and WORK; YOU listen and GUIDE." The second requirement is that you be prepared. Preparation includes a thorough knowledge of the current subject matter, which you can best get by attending the lectures for the course; indeed, this is a requirement in all courses. Preparation also involves working out problems and other homework assignments yourself, before coming to class, even though a homework key may have been supplied. It is embarrassing and demoralizing both to you and to your students if you are not prepared. Remember that a problem may look very simple when you see it already worked out, but that the same problem can prove quite impossible when you actually try to work it out for the first time in front of twenty-four pairs of watchful eyes who will be quick to point out mistakes. Follow the lecturer's methods of working problems. Unless you have "hints" or mnemonics that will enhance the methods taught, it is better not to introduce new ways of solving problems. Be sure to go slowly, on the students' level; do not skip steps although the "skip" may seem obvious to you remember that repetition of a difficult point is one effective way of getting that point across. If you have any questions about course methods, take them to the TA Consultants, or directly to the Instructor in charge without necessarily waiting for the next TA meeting.

Budgeting Time For Your Discussion Sections

Be on time for your section meeting. If you have a class of your own immediately before your teaching assignment and the professor runs overtime, you should get up and leave in order not to be late for your class. If the overtime is habitual, take up the matter with the Instructor or the Professor in charge of the course in which you teach. Do not dismiss your section before the scheduled time nor should you keep students overtime since they almost always have other classes and only ten minutes in which to get there. If your students run out of questions, there are many ways to profitably use the remaining time. For example, you can send a few students to the board to work relevant review problems or equations.

Part of your preparation for class is to budget your time carefully and stick with this schedule as best as you can. For example, if one student seems to be having difficulty with a particular topic, ask the student to see you in office hours or make an appointment to help him or her, rather than spend class time on a question that concerns only one person. If, however, the question is an important one that concerns the entire class, you may want to deal with it, even at the expense of your schedule. If you are not sure how many students need help on a point, ask for a show of hands.

What To Do When You Are Stumped?

In the career of any Teaching Assistant there sooner or later comes the day when she or he can not either answer a question or do a given problem. Hopefully, with good preparation, this does not happen too often. When it does, however, admit defeat and tell the students that you do not know the answer or how to solve the problem. BUT - you should also tell them that you will find out the answer or method and present it to them at the next class meeting and you must not fail to do this. Students can accept such a situation; if properly handled, it may even suggest to them that you are as human as they are.

Student Participation

Student participation in your discussion should be stimulated whenever possible and practical. It is an effective way to keep your students' interest and attention and enhance learning. You can use various forms of student participation. For example, if you have a new set of problems, having students work cooperatively in groups is

an effective learning strategy. Quickly assign students to groups and let them work together while you circulate around the room and make sure each group is making progress towards solutions. Make sure everyone participates in the groups and no one dominates. After a specified time, stop the group work and discuss the problems as a class. In this way everyone will have attempted the problems before they see the solution. Ideally, this is also true when the discussion section reviews homework problems. In either case, the class discussion should again involve student participation.

Atmosphere and Course Morale

Develop a friendly, informal approach that will encourage students to ask questions and come to you for help. Get to know each of your students by name, preferably by first name. Whether you wish your students to call you by your first name is a matter of your personal choice. No matter how you may feel about the Instructor in charge of the course or the course policies, DO NOT CRITICIZE HIM/HER (THEM) TO YOUR STUDENTS. This is a practice which is extremely demoralizing to students. (Sound off your opinions to one of the TA Consultants - they are better equipped to handle your feelings than your students are.) Course morale is an important component of learning. The majority of our lower-division chemistry students are taking a "required course" and have a certain amount of apprehension at the start. Added to this is often the feeling of being inconsequential, of being one student in a class of 350. You, the Teaching Assistant, are the person in the course closest to that individual student; you play a valuable role in what that student learns. More even than the lecturer, you can get several ideas across to your students. First, the accomplishment of course objectives is partly the responsibility of the students - they must attend the lectures, take notes, do homework, perform experiments, take exams, and above all, do the studying. Second, students also have certain rights - the right to know what the objectives are, to have the opportunity to ask questions and receive answers, and to know their progress in the course. Finally, try to get across to the students that you are there to help, provided they accept the responsibility of helping themselves to the best of their abilities.

(II) Conducting Laboratory Sections

Laboratory Safety Policies

1. As a laboratory teaching assistant, you must enforce the laboratory safety policies at all times during the lab section. Students MUST wear a full-length blue flame resistant lab coat; safety glasses, long pants and closed-toe shoes when performing experiments. In short, if a chemical were to be accidentally spilled on an individual wearing proper personal protective equipment (PPE) he or she should not immediately feel the presence of the chemical. There is no exception to this policy. The safety policy applies to BOTH students and teaching assistants.
2. Eating and drinking inside the laboratory room are prohibited.
3. Students may only perform the specific assigned experiment during the laboratory section.
4. Use of a personal music player and cell phone (including texting) is prohibited when the laboratory is in session.
5. Turn off all electrical equipment at the end of the lab period and ensure that any reaction set-ups that will continue after the period are safely assembled with secure clamps on all water hoses to accommodate changes in pressure that might occur when no one is in the laboratory.

Laboratory Cleanliness

1. Students are responsible for the cleanliness and tidiness of their assigned bench and fume hood area.
2. Each student must clean up their working areas at the end of the lab period.
3. Each student must wipe his/her desktop clean and dry before leaving the laboratory.
4. If students work in other parts of the laboratory such as the reagent shelves, the hoods, or the balances they are responsible for the cleanliness of that area.
5. Students are responsible for the cleanliness of the analytical balance they use.
6. The TA is responsible for leaving the entire laboratory including fume hoods and balance areas and all the laboratory benches in a satisfactory condition. The laboratories are inspected for cleanliness and functioning facilities on a regular basis.

Timeliness

1. The section must begin ON TIME. You must be in your assigned laboratory section WITH any necessary equipment or chemicals that are not in the room so that students may begin work immediately.
2. You should circulate throughout the laboratory checking each student's work to ensure that they are not making technical mistakes. There is seldom space or time (student's as well as instructor's) for students to repeat work.
3. You must make sure that all of your students finish and clean up within the assigned lab time.
4. If chemicals need to be restocked or changed for another section, you must return your sections supplies to the appropriate support area at the end of the lab period.

Chemical Waste in the Instructional Laboratory

Waste bottles, labeled with both the experiment identification and the chemicals to be disposed of, will be available for the TA to take to the laboratory as part of the TA kit. DO NOT place any material in these bottles that is not on the label. If the waste bottles fill during the lab period, obtain a new waste bottle from the First Floor Lab Support Area. DO NOT make up your own waste bottles. If there are no waste bottles in the TA kit, all material for that experiment can be safely disposed of in the regular trash or poured down the sink. If there are any problems or questions about the waste procedures contact the instructor of the course or the Chemical Safety Officer. When transporting chemicals to and from the stock room PPE shouldn't be worn.

Use of Radios, iPods, Personal Music Players or Cell Phones in the Laboratory

University policy **prohibits** the use of personal radios or music players (including iPod; MP3/MP4 players, etc.), or any other sound/music device in the laboratory or a place, which might interfere with the educational research or public service missions of the University. The following specific policies apply:

1. Undergraduate Instructional Laboratories: No such personal devices including cell phones are to be used at any time when the laboratory is in session. Cell phones may be used only in an EMERGENCY situation when the laboratory is in session.
2. Other Areas (Laboratories, Shops, Offices, Lab Support): To avoid incurring prohibition of the use of such devices in the research laboratories, the volume must be low enough so that the sound would not interfere with hearing a distress call from a fellow worker nor disturb others in the vicinity, including the corridors and adjacent laboratories and offices. This requirement applies not only during regular daytime hours, but also and especially at night.

<u>(III) Socratic Teaching</u>

Rationale

As a chemistry teaching assistant, you will ask questions for a variety of specific reasons. You may want to find out what your students have learned in lecture about a certain subject. You may want to find out how well your students have prepared a lecture or laboratory assignment. You may want to use questions to guide a student in solving a problem in a classroom or laboratory setting. In general, as a chemistry teaching assistant, you will frequently encounter teaching situations in which asking effective oral questions is your most important teaching skill

Level of Questions

The kinds of intellectual skills your students will develop vary in complexity. Sometimes you will be satisfied that a student simply know (i.e., have memorized) a fact. At other times, you will expect more sophisticated reasoning. For example, you may expect them to use evaluative criteria in selecting from among two or more synthetic routes to a compound. A system of classifying educational goals according to a hierarchy of intellectual skills was developed in 1956 under the editorship of B.S. Bloom. In this hierarchy, six broad categories of educational goals are established. These are:

1. Knowledge:Simple recall of facts.
2. Comprehension: Ability to translate into one's own words; using a given equation to solve a problem; translating a literal statement into an equation.
3. Application: Being able to apply concepts to a specific situation; recognizing and solving a problem where

the equations are not given.

4. Analysis: Involves all that application does, and also requires that students recognize component parts within material; distinguish relevant from extraneous material; distinguish fact from hypothesis.
5. Synthesis: Requires that students assemble components into a form which is new to them; design a research plan; devise a synthetic scheme.
6. Evaluation: The ability to judge the value of materials in terms of internal and external criteria.

It is much easier to list these categories than to gain enough experience to use them effectively. As you question your students, you will want to keep in mind that there are different levels of questions. If most of your questions are at the knowledge level, many students quickly become bored and pay no attention. If most of your questions are at the synthesis or evaluation levels, many students will be unable to participate and will quickly become discouraged.

Questioning Strategies

Two pairs of question types may be identified as particularly helpful in planning questioning strategies. An initiating question begins consideration of a particular topic. Initiating questions can be planned in advance to make them suitably interesting. Initiating questions can be arranged in sequence from simple to complex (remember the six levels or categories) to fully develop the various aspects of a concept. Frequently, you will find it desirable to follow the initiating question with one or more probing questions. A probing question is asked of the responding student to bring out more of what he or she knows about the subject. Probing questions are not easily planned; the nature of the probing questions depends upon the student's initial response. Convergent questions require students to solve problems which have a single correct answer. Questions aimed at the first three categories of educational goals (knowledge, comprehension, application) tend to be convergent. Divergent questions require examination of problems for which many answers are plausible. The last three categories of educational goals (analysis, synthesis and evaluation) lend themselves to divergent questions. For example, a standard organic chemistry text may provide students with sufficient reactions such that one general synthesis may be approached through five routes. A teaching assistant may want to get students to first come up with several of these routes, and then to evaluate them so as to select one best available route.

Formulating Questions

The way in which you state your question will often determine its effectiveness. Here are a few points to think about:

1. Avoid ambiguous questions. Ambiguous questions frequently can be avoided by using the corresponding written question as a model. A written exam question is best stated as a direction: name..., write..., balance..., devise a synthetic scheme..., etc. In each case, a "measurable" verb is used in the question. When you ask a question, you will use words such as what, how, and why. When you formulate your oral question, think of the corresponding direction you would give for a written exam question.
2. Avoid "yes" and "no" questions. For example, the question "Is carbon monoxide considered a pollutant?" is almost certain to be followed by "Why is carbon monoxide considered a pollutant?", so you might as well begin with the second question.
3. Avoid double-barreled questions. Questions which pose two problems simultaneously are confusing and are to be avoided. For example, the question "What is the difference between fission and fusion, and how is electrical power generated from these reactions?" is actually a three-in-one question.

Questioning and Responding Techniques

The manner in which you ask questions and treat responses is as important as anything else involved in questioning. Thus far we have dealt with the levels of questions, the strategy of selecting questions, and the phrasing of questions. Even though these aspects of questioning are important, the effort you expend on these tasks is lost without follow-through in managing the questions.

1. Wait-time. After you ask a question, other than a memory or recall question, wait about three seconds before selecting a respondent. Do this even if someone volunteers immediately. After a student responds, wait about three seconds before you respond to the answer. By waiting after your question, you give everyone in the class an opportunity to think about a response. If you pick a respondent immediately, then

other students are under no pressure to think about a response. They may listen to the respondent, or they may pay little attention. By waiting after a response, you give the respondent an opportunity to expand upon his or her answer. Frequently, the student respondent will self-initiate an extended response, and thus you will not need to use a probing question to elicit the extended response.

2. Distribute Questions. Distribute questions among students so that many are brought into participation. You should choose from among volunteers, but you should also feel free to call upon students who are not volunteering.
3. Reinforce Responses. You may reinforce responses with verbal praise (good!, excellent!, etc.) and with non-verbal encouragement (smile, nod). You may also reinforce a student's response by repeating the response. Never ridicule an answer. You may be tempted to do this when a student makes a foolish response, one indicating the student has been inattentive or has not prepared. The problem with such ridicule is that the act of responding is punished along with the response (see the Project TEACH module on Reinforcing Student Behavior -punishment as discouragement technique.) The student subjected to ridicule is less likely to respond foolishly in the future. However, the entire class feels that their safety in responding to questions is threatened, and the overall response frequency is lowered.
4. Use Your Students. Use your students to reinforce one another and to help you eliminate erroneous responses. For example, ask the class to comment on respondent's answers both when they are correct and incorrect. This is a good way to allow a student's peers to deal with his or her foolish response.
5. Encourage Student Debate. When you are using divergent questions, it is particularly helpful to get students debating with one another. For example, when two students have each devised synthetic routes to a compound, debate between the two as to which is a preferred route is going to be a valuable learning experience for both them and the class. Such debate may be conducted at the evaluation level of the goals hierarchy.

Practice

In order to practice questioning skills, you may want to participate in a few microteaching lessons. You may wish to examine further interaction resulting from your questioning techniques. This can be accomplished by having interaction analysis performed on one of your classroom teaching experiences, and examining the resulting matrix.

References

1. Bloom, B.S., editor, Taxonomy of Educational Objectives: Handbook I: Cognitive Domain, David McKay, New York, NY 1956
2. McKeachie, W.J. and Svinicki, M., McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers , Houghton-Mifflin, 2010

Places to Go for Advice

(I) Department

Student Advisors

Graduate Office 4009
Thomas Cahoon (x53150)
tcahoon@chem.ucla.edu
Jystyna Wojtach (x52645)
jwojtach@chem.ucla.edu
Nick Baerg (x53150)nbaerg@chem.ucla.edu

Undergraduate Office 4006
Denise Mantonya (x54660)
dmm@chem.ucla.edu
Tim Mahlanza
tim@chem.ucla.edu

Area Faculty Advisors

Graduate Advisor – Chemistry	Bill Gelbart (gelbart@ucla.edu)
Graduate Advisor – Biochemistry	Rob Clubb (rclubb@mbi.ucla.edu)
Instructional Laboratory	Arlene Russell (russell@chem.ucla.edu

Graduate and Undergraduate Advisors

The graduate and undergraduate advisors play key roles in the academic lives of the undergraduate and graduate students who study Chemistry and Biochemistry students and in the functions of the Graduate Division. As a TA you will interact closely with both of them. The graduate advisor is responsible for all aspects of your apprentice appointment; the undergraduate advisor oversees the coherence of the courses for the majors and for scheduling and enrolling students in the undergraduate courses. These individuals possess extensive experience with UCLA and departmental policies and procedures and can save you a great deal of time and trouble if you seek advice from them. It is important to remember they interact with and help hundreds (graduate advisor) and thousands (undergraduate advisor) each quarter. Policies and practices are not designed to annoy you, but to facilitate the smooth operation of a very complex set of courses and curricula. If you have questions about the content of individual courses the area faculty advisors welcome your questions and suggestions.

TA Consultants

Matt Fontana
fontanam@ucla.edu

Brianna Upton
bmupton@chem.ucla.edu

(II) Campus Referrals

The Office of International Students & Scholars

The Office of International Students and Scholars (OISS) is located at 106 Bradley International Hall (310-825-1681, www.intl.ucla.edu). OISS is a resource for counseling students and TAs on a variety of cultural issues that may impact the foreign born in a UCLA classroom. Aspects of intercultural communication, academic expectations, classroom participation, use of counseling and academic support services, communication styles, exam and paper writing, critical thinking, and negotiation skills are often clarified through OISS staff assistance. Also located at 106 Bradley International Hall is the Dashew International Center Office of International Students and Scholars (DICSS). DICSS offers an extensive orientation program to help new international students adjust to the University and to the community. Throughout the year, DICSS develops and implements programs to foster friendships and expand effective connections between UCLA students and the community-at-large. International students from over 125 counties begin to understand that the U.S. is a country of many nationalities and diverse cultures.

The Office for Students with Disabilities (OSD)

The Office for Students with Disabilities (OSD) is located at A-255, Murphy Hall (310-825-1501 (voice), 206-6083 (TDD), http://www.osd.ucla.edu). OSD provides a wide range of academic support and services at no charge to undergraduate and graduate students with permanent and temporary disabilities. In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973

College and School Deans

A TA who wishes to make a complaint about the department chairperson, or about the department as a whole, may take the matter to the appropriate Dean in the College of Letters and Science (1312 Murphy Hall, 310-825-9009) or to the appropriate dean of the school or college concerned.

Office of Ombuds Services

The mission of the Office of Ombuds Services is to ensure that all members of the University community receive fair and equitable treatment in matters of concern or complaint. The Ombudspersons, serving students, staff, faculty, and administrators, facilitate communication when conflict arises and provide the opportunity for informal dispute resolution. Acting as neutrals and committed to confidentiality, the Ombudspersons may gather information on complaints, clarify issues, expedite processes, or when appropriate, serve as mediators. Ombudspersons may also make recommendations for review or change when policies or procedures of the institution generate conflicts and/or concerns. The response of the Office of Ombuds Services is always tailored to the dynamics of the complaint and the informed consent of the visitor. The staff of the Office of Ombuds Services is experienced in working with a wide range of issues including interpersonal conflict, questions of fairness, concerns about disparate or discriminatory treatment, and matters regarding ethical behavior. The Ombudspersons are respectfully impartial with all parties to a conflict. The Office of Ombuds Services operates independently of usual administrative authorities. More information at: www.ombuds.ucla.edu.

Contact information for campus resources for dealing with grievances or harassment include:

Office of International Students & Scholars
106 Bradley Hall 310-825-1681

Dean of Students Office
1206 Murphy Hall 310-825-3871

Campus Ombuds Office
Strathmore Building, Rm. 105 310-825-7627

Sexual Harassment Office
2244 Murphy Hall 310-206-3417

Bruin Resource Center
B44 Student Activities Ctr 310-825-3945

Student Legal Services
70 Dodd Hall 310-825-9894

Counseling & Psychological Services
John Wooden Center 310-825-0768

Ashe Student Health and Wellness Center

The Arthur Ashe Student Health and Wellness Center is an outpatient clinic for UCLA students. Most services are prepaid by registration fees, and students may be seen by appointment or on a walk-in basis. Core (prepaid) services include visits, most procedures, X-rays, and some laboratory procedures. Non-core (fee) services, such as pharmaceuticals, injections, orthopedic devices and some laboratory procedures, are less costly than elsewhere. If students withdraw during a school term, all Ashe services continue to be available on a fee basis for the remainder of that term, effective from the date of withdrawal. The cost of services received outside of the Ashe Center is each student's financial responsibility. Students are strongly encourage to purchase supplemental medical insurance either through the UCLA-sponsored Medical Insurance Plan or other plans that provide adequate coverage. Office hours during the academic year are weekdays 8 a.m. to 6:30 p.m. except Tuesday, when service begins at 9 a.m. Patients without appointments and patients with orthopedic or surgery appointments are seen on the first floor; Women's and Men's Clinics and internal medicine appointments (including immunizations) are seen on the third floor. Physical therapy and the insurance office are on the fourth floor. For emergency care when the Ashe Center is closed, students may obtain treatment at the UCLA Medical

Center Emergency room or UCLA Family Practice on a fee-for-service basis.

The Bruin Resource Center

The Bruin Resource Center (BRC) (http://brc.ucla.edu) is set up to help students make the most of their UCLA experience. Students often feel confused and intimidated by the size and complexity of the campus. It is a welcoming place that supports the success of all Bruins. BRC also specializes in supporting former foster youth, undocumented students, transfer students, veterans and students with children. The BRC offers programs and academic courses with a focus on student development, practical life skills, health education, and dialogue between diverse groups to promote emotional intellectual and social well being.

The UCLA Lesbian Gay Bisexual Transgender Campus Resource Center

The UCLA Lesbian Gay Bisexual Transgender Campus Resource Center can be found in 220 Kinsey Hall (310-206-3628). They offer information, referral, advocacy, training, support, and leadership development to the entire UCLA campus community. Visit the LGBT website at www.lgbt.ucla.edu for a listing of events and support group meetings.