

Handbook for Graduate Teaching Assistants
Department of Sociology
Indiana University Purdue University Fort Wayne

Information in this handbook was compiled by the Graduate Committee and Paula King, former Graduate Secretary. This handbook is based on a model created by the College of Liberal Arts Dean's Office, Southern Illinois University, Carbondale.

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Orientation

Introduction

The purpose of this handbook is to provide graduate teaching assistants (TAs), with general guidelines about preparing for and beginning to teach classes in the Department of Sociology at Indiana University Purdue University Fort Wayne. This handbook is intended to provide orientation for the new TA and a reference for ongoing TAs.

The following graduate teaching assistant job description is intended to outline the responsibilities expected of TAs in the Sociology Department, as well as to clarify the working relationship between TAs and their supervising instructors.

Job Requirements

In their capacity as teaching assistants, graduate students have the opportunity to be mentored by experienced teachers and to gain valuable teaching experience. Graduate students interested in becoming a graduate teaching assistant must complete a graduate course on pedagogy and course design before they can apply. This course will generally be offered by the Sociology department. A determination of courses in other departments being equivalent will be made by the department chair and Graduate Director. In addition, the university will offer a half-day orientation for all graduate teaching assistants during the week prior to the start of classes for the Fall semester. In order to perform effectively, TAs need to know both what kinds of duties will be expected of them and what kind of support they can expect to receive from supervising instructors.

TAs are typically expected to:

- Prepare for and lead class discussions
- Prepare and deliver lectures
- Construct and give exams
- Create and oversee student assignments
- Arrange for department and university resources (such as A/V equipment needed for PowerPoint or other media presentations)
- Schedule and hold at least two office hours per week
- Set up and/or maintain a course web page through WebCT
- Put course items on reserve at the library
- Meet with the Director of Graduate Studies or other designated faculty on a regular basis
- Grade exams and papers
- Assign final grades for the course
- Conduct a course evaluation

Course Assignments

TAs in the sociology department are assigned to teach sections of S161 Principles of Sociology with an enrollment of around 40 students. TA course assignments are made during the preceding semester by the department chair. Teaching Assistants are typically quarter-time appointments, which mean they teach one section in a semester.

Although regular faculty members are given priority in selecting sections, the Chair attempts to take into consideration the preferences of TAs in making course assignments.

Class Meetings

It is expected that all class meetings will be held. If you cannot attend, please contact the Chair or department secretary. You should also try to obtain alternative class activities on your own. If you are unable to do so contact the Chair for assistance.

Office Hours

TAs are expected to keep at least two regular office hours each week. Each TA should notify the department secretary of their hours before each semester begins. If you wish to hold office hours in a location other than the department, this should be clearly communicated to both the department secretary and your students.

Like all Sociology Department faculty and staff, TAs are expected to keep their scheduled office hours. If you should find that you are unable to be present for scheduled office hours, please call or email the department secretary.

Department Resources

Offices

TAs share an office, desks, telephone and computers which are located in CM 244. The Graduate Secretary will make the arrangements for your GroupWise email account, voice mail, business cards and office keys.

Computer Access

You will receive a user name and password which gives you access to the IPFW network and the online teaching resources. This will provide you access to secure information and thus should be handled so as to preserve its security. Be sure to log off the network anytime you leave your desk unattended to prevent unauthorized access to your students' information, your grades, or other secure information.

Office Supplies

Office supplies are maintained in the department office. The department secretary will familiarize you with their location and the specific supplies that are routinely kept on hand. For supplies other than those kept on hand, you will need to make a request through the department secretary, who may need to get authorization from the department chair. Such supplies are ordered and generally delivered to the department office in a matter of days.

Mailboxes

Each TA is assigned a mailbox in the department office in CM 241. Due to lack of space, please instruct your students to turn in assignments by placing them in the appropriate office mailbox only when absolutely necessary.

Campus Mail

Interoffice campus envelopes are available in CM 241. Mail is picked up and delivered twice a day. There is a drop box located in CM 241 where you can place your outgoing interoffice mail. The secretarial staff distributes incoming mail as quickly as possible.

Copy Machines

The second floor copier is located in CM 216. A high-volume copier is located on the first floor in CM 157. These copiers may be used for copying course-related materials (syllabi, handouts, quizzes, etc.). Due to the high cost of copies, each job is generally restricted to a total of 50 copies (front to back copies each count as 2 copies). Larger jobs should be sent to the Print Shop. The department copy card is kept by the department secretary. Any items copied using this card are charged to the Sociology Department.

Films and Videos

The Sociology Department maintains a small library of films and videos in CM 241. A sign in/out sheet is kept on a clipboard hanging on the file cabinets where the videos are stored. Please be sure to sign in and out whenever you borrow and return items from these files.

Room Reservations

The department secretary makes the room reservations for all Sociology classes each semester. If you need another room for activities related to teaching your class, contact her for assistance. Please do this as early as possible, as specialized or additional classroom space is at a premium and can be difficult to obtain.

University Resources

Print Shop

Printing Services and Warehouse

Ext. 16801

Larger copy jobs (50 copies or more) should be sent to Printing Services. Printing Services requires a 48-hour turn-around time. In most cases they will return a basic copy job within 24 hours, especially if you indicate that it is for a course, but will not *guarantee* this turn around time. There is one exception to the policy of sending anything over 50 copies to print and that is if you need to have copies printed from a book. Manually printing copies for several pages of a book is significantly more expensive if the Print Shop has to do it than if you do it yourself. Printing Services will also copy on colored paper, collate, staple, cut to size and bind projects. Each document must be accompanied by a completed IPFW Print Request form. These are located by the Interoffice Mail Drop Box in CM 241. Complete the form and send it along with your originals to Printing Services. Be sure to indicate when you need the materials and where the finished job should be delivered. The account number which you will need to use on the Print Request form is 070 7365 0000.

Learning Resource Center

LB B37

Ext. 16519

email: LRC_Scheduling@ipfw.edu

Most classrooms have overhead projectors and screens. Some of the lecture halls have installed computers, video display devices, VCRs, DVDs and Public Address equipment. This equipment is maintained by Information Technology Services. If you experience problems with the equipment contact the Help Desk at ext. 16030 for assistance.

Classrooms are now being equipped with an easy-to-use control panel for running the permanently installed equipment. To obtain assistance, you can either call a special classroom technologies support number, 481-6969, or press a button on the control panel to alert support personnel.

If you need additional Audio/Visual equipment in your classroom, you need to submit a request to LRC at least 2 days prior to the class meeting date, allowing a minimum of 24 hours in some circumstances. Due to the large number of requests made for LRC equipment, no same day requests will be honored. You can request equipment by email, phone or in-person.

Information Technology Services

KT 206

Ext. 16802

Help Desk ext. 16030

Information Technology Services installs and maintains computer equipment in the student labs and classrooms located throughout the campus, as well as providing support services to departments for their computer needs and equipment.

ITS maintains a Help Desk located in KT 206 for questions and problems related to accessing GroupWise, OASIS, WebCT, myipfw, as well as to assist with network software and hardware problems. If you experience any of these problems, contact the Help Desk for assistance. (See the ITS web pages for hours of operation)

Some additional services provided by the ITS Help Desk include:

Data Recovery is available from a floppy disk or zip disk which is not functioning properly. Recovery times vary from a few minutes to several hours. Disks may be left at the Help Desk.

Free Instructional Courses are provided on various software such as Dream Weaver, Excel, Access and resources like the Internet and email. A schedule of courses and online registration can be found on the ITS web pages.

Assistance with Hardware/Software Problems is available if installed on campus machines. The Help Desk Consultant will attempt to solve the problem at the time of your call; however, if the problem can not be resolved, a call ticket will be issued and the problem will be assigned to an appropriate ITS employee for handling. Priorities are assigned to jobs based on criteria which are posted on the ITS web pages.

A Scanner Station is located in KT 206; there is one IBM-PC and one Macintosh. Help Desk technicians are available to assist you in using the machines but will not scan materials for you.

CD Burning Station is located in KT 206. The CD burner is installed in the Windows XP scanner station along with another CD drive for copying. Help Desk technicians are available to assist you in using the machine but will not burn the CDs for you. You must provide your own blank CDs.

myIPFW (<http://my.ipfw.edu>) is a web-based portal, maintained by ITS, which provides IPFW students, faculty and staff access to many important resources including:

- OASIS
- WebCT
- Access to files on network drives
- Newsgroups
- Department printers
- Email

WebCT is a secured, online e-learning system, which students and instructors can access via Internet. WebCT can be used for an online-only class or you can use it to supplement face-to-face class instruction. WebCT has robust tools which you can use to build the content of your class. These include:

- Syllabus
- Assessment
- Assignments

- Mail
- Discussion
- Chat and Whiteboard
- Grade Book

You can also use WebCT to upload your own teaching materials for the students to access. Once you have a valid IPFW network user ID and are assigned to teach, you will be able to access the IPFW WebCT via <http://webct.ipfw.edu>. You'll find a login link as well as links to tutorial materials (located on the left side of the web page under WebCT Vista).

ITS offers WebCT courses addressing various functions/tools of WebCT. Email notifications are sent out to WebCT users when such courses are available. If you have any questions about WebCT contact the IT Services Help Desk at ext. 16030 or helpdesk@ipfw.edu.

OASIS (On-line Access to Student Information System) gives you access to the database on which is stored all class information along with information about each class's enrollment, student enrollment, instructor, room, time etc. As a teaching instructor, you will most likely access OASIS to:

- Review your teaching schedule by day and time
- Display detailed information (including building and room number) on your class schedule
- Display/print a summary list of students enrolled in your class
- Display/print a list of students enrolled in your class, along with detailed information about each student
- Enter final grades

If you are unable to get to the login page or have problems logging in, contact the ITS Help Desk. If you have a question or problem dealing with an issue after you are logged in (like, how do I enter grades or pull up my roster) contact the Registrar's office.

Helmke Library

ext. 16512

Service Desk ext. 16505

The library houses a large collection of books, magazines and electronic materials. These collections include over 300,000 books with special strengths in the areas of Science, Fine Arts, Business and Management and Government Information; over 1500 academic journals, magazines and electronic access to an additional 22,000 titles; access to hundreds of databases and full-text resources; a digital collection of videotapes and over 4,000 maps; and a collection of U.S. Government publications.

You can access the IUCAT via a link on the library home page www.lib.ipfw.edu/. The IUCAT contains over 5 million records statewide. Use it to search Indiana Universities online for books, periodicals, music CDs, electronic resources and videos. The library web pages have links to Purdue University, Allen County, national and International libraries, as well as access to over 20,000 e-Journals.

The Helmke Library provides many services for teaching assistants.

Loan Periods

As an instructor, you may borrow most materials for a 120-day period.

Library Fund Manager

Each department is assigned a Library Fund Manager. This librarian can assist you in research, book selections, reviewing serials and reference collections, and in preparing applications for grants to improve or maintain strengths in collection areas.

Faculty Reserve Express

Faculty Reserve Express gives your students 24-hour access to your supplemental course materials from their homes or on campus. Items will be scanned and made available online, providing there are no copyright restrictions. Lead times are 30 days prior to beginning of semester and 15 days during the semester (limit 25 items per semester)

Document Delivery Service (DDS)

This service allows you to obtain research materials not available in the library. All DDS requests must be submitted electronically to the library.

Helmke Library Copyright Policy

The library complies fully with all of the provisions of the U.S. Copyright Law (17 U.S.C.) and its amendments. The library strongly supports the Fair Use section of the Copyright law (17 U.S.C. 107) which permits and protects citizens' rights to reproduce and make other uses of copyrighted works for the purposes of teaching, scholarship, and research. The following link will provide you with additional information about the handling of copyrighted materials <http://www.lib.ipfw.edu/1070.0.html>, or you can contact the library resource person.

Center for Academic Support and Advancement (CASA)

KT G21

ext. 16817

CASA provides support services for students and is a resource to you when you have a student who is struggling to keep up in your class. They can provide your students with academic skills counseling and workshops, such as test taking, note taking, textbook reading and study skills.

Their services include the following:

Supplemental Instruction (SI)

Additional instruction is provided to students in courses which tend to have higher than average rates of students in the D, F, and W grade levels. Students attend regularly scheduled sessions on a voluntary basis which include instruction on "how to study" as well as "what to learn." Contact CASA for SI course schedules.

Free Tutoring

Students can receive help with a particular course, assignment or study skills free of charge. Students are allotted two hours per week per subject. Tutoring is provided on a drop-in, one-on-one, and online formats.

Student Technology Education Programs (STEPS)

These are 1 ½ to 2 hour lab sessions to help students with technology issues and programs including Microsoft PowerPoint and Word, research of the web, student e-mail, creating a simple web page, Endnote bibliography maker and Web CT/Vista.

Writing Center

The writing center offers free 25 or 50-minute individual or group writing consultations. Other services offered by the writing center include:

- Online consulting
- Free writing handouts (punctuation, APA, MLA, organization, etc.)
- Style manuals, dictionaries, grammar, and usage guides available for reference
- Computers available to work on writing projects
- Workshops on a variety of writing issues

The writing center also provides assistance to faculty members as follows:

- Orientations to introduce your students to Writing Center services
- Workshops for your class on specific writing strategies (arrange with the director)
- Re:Write!--a newsletter about writing for teachers
- Workshops on a variety of writing issues

First Year Experience (FYE)

The First Year Experience program connects students with other students, faculty and staff to help make the transition to college easier. Learning Communities, small groups of students linked together in courses and social activities, are one of the ways in which the FYE program facilitates the connection between the students and the university.

Academic Counseling and Career Services (ACCS)

KT109

ext. 16595

The office of Academic Counseling and Career Services (ACCS) is responsible for providing academic advising for Undeclared, Exploratory Majors, and pre-Business, pre-Education and Pre-OLS students. ACCS also offers comprehensive career services for all IPFW students and alums. Assistance is provided in the following areas:

- Selecting courses and academic majors
- Connecting academic majors and career choices

- Providing access to internships, work-study, part-time and full-time employment opportunities
- Developing job-search skills
- Testing for appropriate course placement, national exams and correspondence courses.
- Referring students to appropriate campus resources
- Assessing students' interests/skills/values
- Directing students to appropriate resources for occupational and career information.
- Identifying opportunities for National Student Exchange
- IDIS 110 (Freshman Success) assists freshmen in their transition to college life.
- EDUC x210 (Career Planning) assists students with the career planning process.

The ACCS website <http://www.ipfw.edu/accs/> offers several online services including AdvisorTrac for scheduling appointments with the Academic Advisors; and FOCUS a self-paced, online career guidance tool used to assist students in self-assessment and career exploration.

Services for Students with Disabilities (SSD)

WU 113

ext. 16657

The SSD office will notify you before or near the beginning of each semester of the identities of all students enrolled in your class(es) who, because of their disabilities, might need special assistance from you. This includes providing support for students taking exams in the SSD office when they need extra time and a distraction reduced environment, access to assistive technology software and devices or other resources. You may transmit copies of exams to the SSD office via GroupWise exam mailbox at ssdexam@ipfw.edu, and via campus mail. The SSD Transmittal Form is available at: <http://www.ipfw.edu/ssd/Docs/printable-transmittal-form.doc>. You may then need to make arrangements with the SSD student to have him/her take the exam in the SSD office, either during test time for the rest of the class, or at another time, as appropriate. The SSD office can also provide AT equipment and services in the classroom.

The office does not provide transportation or personal care assistance to students with disabilities. Students must make their own personal arrangements for these needs. However, Police and Safety will provide on-campus escort services to students during inclement weather conditions, if the students are required to attend classes. If you contact the SSD office, they will be happy to familiarize you with their services.

Center for the Enhancement of Learning and Teaching (CELT)

KT 234

16354

CELT supports IPFW's core mission by promoting excellence in teaching and learning through professional development for faculty; while also enhancing the teaching and learning environment by providing a single front door to the variety of resource providers required in order to teach in today's classroom. Check their website site for information on teaching resources, instructional technology guides, such as e-Instruction, online tutorials, and their workshop schedule. <http://www.ipfw.edu/celt>

Multicultural Services

WU 118

Ext. 16921

Commencing its work in the late 1960s, Office of Diversity and Multicultural Affairs provides a support system for African American, Hispanic, Native American, Asian American, and first-generation nontraditional college students enrolled at IPFW. This office also assists in the development, execution, and evaluation of recruitment and retention efforts for students. The adjunct mission is to articulate concerns of those students to appropriate officials and to maintain a positive connection and working relationship between the university and diverse groups.

Diversity and Leadership

The Office of Diversity and Multicultural Affairs develops and enhances personal and academic successes of students by preparing them to excel in a diverse world. The Office of Diversity and Multicultural Affairs team collaborates with campus and community partners to create and sustain a living, learning, and working community that is sensitive, inclusive, and responsive to diversity and the advancement of student and institutional success.

Office of Diversity and Multicultural Affairs, a unit of IPFW's Office of Student Affairs, promotes and affirms community outreach and coalition building. All members in Student Affairs and the university community are expected to respect the dignity and worth of individuals of diverse backgrounds and ideologies, as stated in IPFW's Strategic Plan.

The Academic Student Achievement Program (ASAP!) is the student retention initiative designed to retain a diverse group of students including those of various ethnicities, ages, and socioeconomic statuses. The program focuses on three areas: academic monitoring program (early intervention), student and leadership development, and career and professional development. There are monthly lunch talks for students to share their experiences, academic and cultural activities, and weekly appointments with ASAP! advisors for personal coaching, motivation, and academic nurturing. The ASAP! program works very closely with ACCS (Academic Counseling and Career Services) and CASA (Center for Academic Support and Achievement.)

The Safe Zone

Dean of Students ext. 16601
Affirmative Action Office ext. 16106
Multicultural Services ext. 16608



If you know a lesbian, gay, bisexual, or transgendered student who needs a place where they can go to feel free to talk without fear of criticism or hatred, direct them to an office displaying the Safe Zone sign. It is a place where they can feel not only supported, but affirmed. Individuals displaying the Safe Zone sign on their doors have taken a SafeZone training workshop and have signed a pledge to be positive, supportive and affirming of lesbian, gay, bisexual, and transgendered persons.

The Office of International Student Services

KT 204
Ext. 16923

If you have an international student who is experiencing difficulties in adjusting to the academic environment at IPFW, or is dealing with personal issues relating to their new living situation, refer them to the Office of International Student Services. In addition to this assistance the office provides:

- Workshops on topics of interest to International Students
- Admission and Immigration Assistance
- Foreign Student Advising
- Ethnic and Cultural Events
- Assistance with employment and obtaining a valid social security number

Center for Women and Returning Adults

WU 120
Ext. 16029

If you have a woman or returning adult student who is struggling with the transition back into the classroom after time away, or with issues beyond the classroom such as child care, financial and/or personal difficulties, refer them to The Center for Women and Returning Adults. The center provides a support system for all women students and adults returning to the academic environment. Their support extends beyond campus life into areas of life specific to nontraditional students, individuals and/or their families.

Police and Safety

PP 106
Ext. 16306
Emergency ext. 16911

Emergency Assistance

There may be times when you will need to contact Police and Safety to unlock a room (particularly at night and on weekends) or to assist in handling an abusive student in your classroom. You can also call them to give you access to your office if you misplace your keys.

All crime and/or theft of personal or school property which occurs on the IPFW grounds should be reported to Police and Safety. There are emergency telephones located throughout the campus which ring directly into Police and Safety. Emergency phones are also located in all elevators except the freight elevator in the Library. If you require assistance with a sick or injured student, you should call 911 and/or contact Police and Safety at 16911 and they will summon an ambulance for you. Fire Alarm pullboxes are located in all campus buildings. If you suspect a fire, pull the alarm and have your class leave the building immediately. Do not use the elevators to evacuate the building.

Some additional services which they provide are:

- Jump-starts for stranded motorists.
- Unlock service for individuals who have locked their keys in their cars.
- An escort service, available 24 hours a day.
- A campus wide emergency telephone system monitored 24 hours a day.
- Free engraving of social security or ID numbers on personal property.
- Central repository for lost and found articles.
- Crime prevention lectures and seminars for new staff and students.

There is a lot of useful information on the Police and Safety web pages with which you should become familiar, including an emergency procedures booklet, drug and alcohol policy, and safety tips. You can access this information from the following link: <http://www.phyplt.ipfw.edu/POLICE/Police.htm>

Adverse Weather Conditions

During adverse weather closings, classes are canceled and only essential personnel are to report to work or class. If you have a question about campus closings, you should monitor local radio and/or TV stations for announcements or you can call the IPFW Weather Line at 481-6050 or 481-5770.

Troubleshooting

Dean Of Students

Donna Bialik, Dean

WU 111

16601

You may need to contact the Dean of Students office to discuss problem situations in the classroom. Donna Bialik, the Dean of Students, is very helpful and can help insure you are giving full consideration to your student's rights. The Dean's staff can also assist you and your students with their complaints, grade appeals and personal counseling.

Accessing Student Records

As an instructor you will have access to confidential information from student records. It is your responsibility to protect this information and to access it only for legitimate use in your duties as an employee of IPFW. If you are ever in doubt, do not release any information until you contact the Office of the Registrar ext. 16815. The Office of the Registrar is responsible for student record information.

Student Record

A student record refers to information provided by a student to the university for use in the educational process. Student records may include:

- Personal Information
- Enrollment records
- Grades
- Schedules

Information from a student record may not be released without written consent from the student, even to a parent, except for information that is considered public or under special circumstances dictated by law. Public information which can be released includes the following, unless the student has stipulated that they prefer to have this information kept confidential as well:

- Name
- Address
- Phone number
- Class standing
- School/division
- Major field of study
- Dates of attendance
- Degrees and awards
- Recognized student activities
- Sports and athletic information
- Current enrollment status

Family Educational Rights and Privacy Act (FERPA)

The guidelines for the management of student information, The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is the Federal law that protects the privacy of student education records. The law applies to all schools, including IPFW, that receive funds under an applicable program of the U.S. Department of Education. Use this link for information on the Family Educational Rights and Privacy Act <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

The Registrar's web pages also contain useful information about your responsibilities in terms of FERPA and the handling of students records, including a tutorial and quiz on FERPA policies and procedures. To access that information go to: <http://www.ipfw.edu/registrar/information/faculty/ferpa/>.

FERPA Don'ts

The IPFW Registrar's office has listed some special don'ts for instructors to help you avoid violating FERPA.

Do not at anytime:

- Use a part of, or the entire social security number of a student in a public posting of grades
- Link the name of a student with that student's social security number in any public manner
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students
- Circulate a printed class list with student name and social security number or grades as an attendance roster
- Discuss the progress of a student with anyone other than the student (including parents) without the consent of the student
- Provide anyone with lists of students enrolled in your classes for any commercial purpose
- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus

Academic Misconduct

It is your responsibility for the development of teaching methods, examinations and assignments that discourage academic misconduct. Academic dishonesty can include cheating, fabrication, plagiarism and/or helping others to engage in these acts. If you believe a student has engaged in academic dishonesty, the following procedure should be followed in response to the incident:

If the incident has occurred within the period during which drop/adds are allowed, inform the registrar of the allegation of cheating, so the student cannot withdraw from your course.

Within 10 class days of discovery of the incident, hold a conference with the student in question to inform the student of your charges, and submit your evidence to substantiate the allegations.

Allow the student to present his/her defense to the allegations.

Review the situation and make an initial determination of the penalty to be assessed.

If the matter cannot be resolved before grades are due to the Registrar, you may assign a grade of Incomplete (I) to the student.

Within 10 days from making an initial determination that academic dishonesty has occurred, you must submit a written report to the chair of the department, the Dean of the College of Arts and Sciences, the Dean of Students and the student in question. The report should summarize your evidence and penalties.

The student has the right to appeal the penalty in accordance with grade appeals policy.

Grade Appeals

Students have the right to appeal a grade you have assigned to them if they believe that it was made as a result of prejudice, caprice or other improper condition, such as mechanical error. Students may also appeal grade reductions resulting from allegations of academic dishonesty. If a student questions a grade you have assigned to them, the student must initiate an appeal no later than the fourth week of the semester immediately following the session in which the grade was assigned. Each step following in the appeals process must be initiated within three weeks of completion of the previous step.

Step I

The student makes an appointment with you to discuss the grade.

Step II

If the situation is not resolved in Step I, the student should make an appointment with the department chair. If the Chair is unable to informally resolve the issue, the Chair will direct the student to the department committee to hear the appeal.

Step III

If the matter has not been resolved in Step II the student will make an appointment with the Dean of Students to direct the appeal to the campus Grade Appeals Subcommittee.

Student Complaints

Following is the IPFW procedure for handling student complaints:

If a student has a complaint about a situation which they feel violates their rights established under Part I of the Code, the Americans with Disabilities Act, and Ethical Guidelines for Computer Users, or HIV/AIDS Guidelines the following procedure should be followed:

The student must first seek to resolve their complaint at the lowest unit level. If that complaint is with you, the instructor, you should first try to resolve the complaint. If you are unable to do so you will need to enlist the appropriate faculty or administrators to help investigate, mediate, and/or suggest a resolution.

If the department is unable to resolve the student complaint, the student may then be directed on to the Dean of the College of Arts and Sciences and on up to the Dean of Students until the complaint is resolved.

If all remedies have been exhausted and the issue is still not resolved, the student may request a hearing before the Campus Appeals Board. The Campus Appeals Board shall have the authority and duty to reach findings and to convey recommendations to the chief administrative officer of IPFW.

Personal Counseling
Walb Student Union, Room 111
ext. 1601

Counseling is available to students to provide assessment, evaluation, and assistance with personal problems such as depression, anxiety, relationship issues, and substance abuse. When appropriate, referrals are made to community mental health agencies.

Eligibility

All currently enrolled IPFW students are eligible for personal counseling services. Family members and significant others are eligible, when seen with the student. There is no charge for these services.

Confidentiality

The personal counseling staff has a strong commitment to keeping the information students share confidential, including attendance and participation in counseling. The staff does not and is not legally able to discuss information with anyone, including university officials, faculty members, parents, or outside agencies, without written authorization from the student. Exceptions to this are instances in which the student or someone else is in imminent danger of serious harm, there is a child or other depend being abused, or there is a court order requiring release of records.

Prepping the Course: Getting Ready to Teach

Principles of Good Course Design

Before beginning to prepare for your course, you should review these principles of good course design and attempt to incorporate them in your own class design.

Identify the goal of the course

Where does it fit in your department, campus, or disciplinary curriculum?
What should students get out of this course?

Develop learning objectives that fit the goal

Think with the end in mind: What will students be able to do when they have successfully completed the course? Objectives should be behavioral and measurable.

Select assessment tools to fit the objectives

What you assess tells the students what you think is important. Make sure that your assessments are in line with your objectives.

Design class sessions to help students meet course objectives

Be prepared to explain and demonstrate to the students how class activities will contribute to meeting the goal of the course.

Textbook Selection

You are responsible for selecting the textbook to be used by the students in your section. The Director of Graduate Studies can give you the contact names for the publishers' local representatives. You will need to contact them far in advance of the beginning of class in order to have time to review the book choices and to provide the bookstore with your selections. The publishers will provide you with free copies of their books for your review. A sampling of some publishers' textbooks are also available in the sociology graduate student library in CM243. Once you have made your book selection, you will need to advise your teaching mentor of your choice. Finally, you need to notify the department secretary of your selection. She will contact the bookstore with this information. In addition to the textbooks, the book publishers provide a wealth of teaching aids for your use. These include:

Custom Editions

This service allows you to make additions or deletions to the textbook to best suit your teaching program. You can choose to delete chapters you do not plan to use during the course. You can have supplemental readings included in the book. If you are interested in this service you should contact the publisher's representative to receive a price quote to determine the cost to your students for this item.

Supplemental Readings

Most publishers have books which contain a wide selection of supplemental readings to support the readings in the textbooks. Be sure to ask the representative for a copy of this book.

Ancillary Materials

The list of ancillary teaching aids that publishers can provide to you is extensive and you should schedule a meeting with the representative for a complete overview of their products. Some of materials which may be available are:

- Interactive Websites
- Interactive Software
- Video Libraries
- Lecture Transparencies or slides
- Online Tutorial Support
- Study Guides
- Reading Collections
- Test Banks – web or hard copies

Preparing the Course Syllabus

The course syllabus serves two purposes:

- To explain the course objectives including a course overview, purpose and goals
- To provide basic information including policies, schedules, and assignments

The syllabus should be viewed as a contract between you and your students. Although circumstances may arise in which you may need to publish revisions to the syllabus, it is important that students be kept current on any changes being made to the course plan. The Student Code states in Part I.B.2.c of the Code, "Students have the right to receive accurately and plainly stated information that enables them to understand clearly the course objectives, requirements, and grading policies set by individual instructors for their courses."

You should include the following advisory in all your course syllabi, in order to alert students to the possibility of changes that they otherwise might not expect.

"This syllabus may be changed as necessary with notice from the instructor."

For any disputes the first reference made should always be to the syllabus. It is also an important tool in the evaluation of effective teaching.

A course syllabus is required for every section being taught. You must submit a copy of each syllabus to the department secretary at the beginning of each semester.

The organization/structure of the Course Syllabus should include the following sections:

Course Information

- ID
- Title
- Section Number
- Section Meeting Days and Time
- Building and Classroom

Instructor Information

- Instructor's Name

Contact Information
Office (Building and Room)
Telephone
E-mail Address
Homepage URL
Office Hours

Textbook and Resource Information

Optional and required
Additional Readings Bibliography
Where materials are available (e.g. Library Reserve)

Course Overview

Description and overview
Expectations and outcomes

Department Objectives (TAs may include additional course objectives of their own)

Upon completion of the course, students will be able to:

- Apply the sociological disciplinary perspective or what is often referred to as the sociological imagination to analyze society and social interaction.
- Explain, compare and contrast the three major theoretical paradigms: Order, Conflict, and Symbolic Interactionist.
- Explain major social science methodologies and apply appropriate scientific criteria to critically evaluate social science research data.
- Critically understand and explain both macro and micro levels of social systems: the processes, structural arrangements, consciousness, institutions, interactions and relationships that are products of these systems, and the forces for social change.
- Effectively communicate their application of the sociological perspective and knowledge to the understanding of their social world. (General Education Foundation Skill Requirement)

Course Schedule

Activities (lecture, film, discussions, etc.) and dates scheduled
Reading Assignments
Exam Dates
Assignment (paper, projects, etc.) due dates or deadlines
Any special room instructions

Grading

Graded activities, including weighting or possible points
Grading rubrics or guidelines
Manner by which final grades will be assigned

In preparing your syllabus, you will also need to consider departmental policies (or establishing policies of your own) regarding such topics as attendance and late assignments, and include these policies on the syllabus when relevant. Keep in mind that you may need to discuss and agree on these policies with the graduate director or the departmental chair to avoid confusion and huge discrepancies between you and other faculty and TAs. Putting policies in writing at the beginning of the semester both clears up confusion and serves as a protection for you later (for example, when a student claims that he/she was not told there would be a penalty for late papers). Policies you may want to communicate in the syllabus are:

Attendance

How will it be graded? Will absences be excused, and if so, under what circumstances? Will you allow students to attend other sections to make up for missing their own? Is there a maximum number of absences, beyond which credit will not be given? If you do decide to take attendance how are you going to do it? Random checks, turned in assignments and sign-in sheets are a few suggested ways to accomplish this. If you use sign-in sheets, be aware there is the opportunity for names to be forged by students for fellow students.

Grading

How will the student's grade for the section be assessed? What are the grading percentages for participation, writing assignments, class presentations, quizzes, exams, etc.?

Assignments

Will you accept late assignments? Will late assignments be penalized? If so, how much? Will there be any specific formatting requirements for assignments (such as Student ID # instead of name on cover page, page format or font requirements for essays, etc.)?

Quizzes

Will prior notice of quizzes be given? How will they be included in classroom participation and/or grading? Will make-up quizzes be given for tardy and/or absent students?

Diversity and Anti-discrimination

In order to create a safe environment for discussing controversial topics, it is important to establish in advance that the rights of the individuals will be protected and that discrimination will not be allowed. From the IPFW Student Handbook: "IPFW is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran."

The IPFW official anti-discrimination policy and policies on the rights and responsibilities of students are available online and may be reprinted in your syllabus. <http://www.ipfw.edu/academics/regulations/code/part1.shtml>

Special Needs

The following statement is suggested for inclusion in your syllabus:

“If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room. 113, 481-6658), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the website for SSD at <http://www.ipfw.edu/ssd/>”

Grade Books

If you prefer keeping a pencil-and-paper grade book, instead of an electronic file, the department secretary will give you a grade book to use. You should keep your grades (whether in a grade book or in an electronic file) for no less than one year after completion of a class.

Classroom Techniques

Getting Started: Surviving the First Day of Class

It is a good idea to begin the first class with an overview of the course, including expectations and outcomes. You should plan to cover the general schedule you will be following throughout the semester including grading procedures and policies, attendance policy, assignment deadlines, and dates for quizzes and exams. Go over your textbook and required reading materials with the class. Be sure to let them know where the materials are available. Students may not sit in or audit your class without registering as a pass/fail or audit student. If you have a student who is not registered, have them contact the Registrar's office.

Managing the Day-to-Day Classroom Activities

Your reputation in the classroom will somewhat be determined by your ability to effectively manage the day-to-day activities of that classroom. These are some brief suggestions for establishing a favorable reputation with your students. Please refer to the "Resources" page for additional resources on this subject.

Preparing for Class

- Do not waste your student's time, come prepared.
- Have a backup plan if instruction depends on A/V equipment that can have mechanical failures.
- Arrive early so students have a few minutes for quick questions or concerns.
- Start and finish on time.
- Learn your student's names and use them.
- Have a planned beginning and end to your lecture.
- Be open to feedback and listen to suggestions from your students.
- Watch student responses like frowns, watch checking, yawns to determine the effective pace and content of your teaching.
- Be flexible and willing to change your methods or instructions to better suit the particular classroom dynamic.
- Keep your office hours.

Remaining Fair and Firm

- Treat your students equally and with respect.
- Do not use insulting or intimidating behavior like shouting or sarcasm to try and motivate or control your students.
- Make sure your students clearly understand your expectations in terms of their classroom participation and behavior.
- Cover university policies, explaining what specifically will not be tolerated in terms of plagiarism, cheating, evaluations, discrimination, hate speech, swearing, damaging school property/equipment, etc.
- Explain why you are asking them to do things, such as turn off cell phones (interruptive), walk behind the projector (safety), etc.
- Acknowledge the good behavior and efforts of the class.

Handling Questions

- Encourage students to ask questions.
- Anticipate what questions are likely to come up and be prepared to answer them.
- Do not leave questions until the end so that students are confused and unfocused throughout the lesson.
- Use the questions your students ask to gauge how effectively you are communicating the material to them.
- Invite students to help answer basic level questions to encourage class participation.
- Use brief responses to off topic questions to avoid straying from the content of your lesson.
- If you feel weak on the material you will be presenting ask a colleague to join you to help with answering questions.

Keeping Students Focused

- Do not rely completely on lecturing.
- Include interactive learning in your lessons.
- Engage students by asking questions.
- Involve students in games or activities which pull them out of their seats to the front of the room.
- Periodically take a general consensus of the class to make sure everyone understands the material before you move on.

Dealing with Disruptive Behaviors

- Adhere to the policies and procedures you have set. Students will know what to expect as a result of their behavior.
- Take any disruptive student aside and discuss your expectations for his/her behavior in the classroom and reiterate your policies on behavior in the classroom. This should be done in a firm but friendly manner.
- Avoid dealing with discipline problems when you and/or the student are emotionally upset by the situation.
- Ask aggressive or abusive students to immediately stop the behavior.
- If a student does not comport themselves as requested by you, you may ask them to leave the classroom. If you ask a student to leave the classroom, you should follow up after class with the student, the department chair and the Dean of Students.
- Seek help from Police and Safety if you feel a student poses a danger to self or others.

Civility Statement/Ground Rules for Discussions

- State that disagreement and debate is a norm in college classrooms, but civility is necessary.
- Provide a statement on discussion ground rules such as:

Each person in this course has unique prior experiences and a unique viewpoint to share. This offers a great opportunity for us to learn from each other. Though disagreement and even conflict may occur, I expect your cooperation in maintaining an atmosphere of mutual respect. When participating in discussions, it is perfectly acceptable to have strong opinions – in fact I encourage you to do so. I also encourage you to discuss your own personal experiences and relate it to that of others. In the process, however, I expect you to respect the basic intelligence and humanity of each participant in the discussion. Conflict is not necessarily a bad thing, as long as there is a commitment to mutual respect. Hateful and demeaning speech will not be tolerated.

- Explain how students may obtain the floor, i.e. by raising hands, possessing a talking stick, etc.
- Determine who will moderate the discussion; you, a volunteer student, a rotation among students?
- Clearly define ground rules to empower your students to take responsibility for what goes on in the classroom.
- Clearly define ground rules to increase buy-in, making it more likely that your students will not only abide by the rules but help to enforce them as well.

The Dos and Don'ts of Electronic Discussions

DO

- Respond to the question posed by the instructor, but also respond to the postings of other students.
- State your opinion or point of view honestly and clearly as you can.
- Respond thoughtfully. Do not just type the first thing that comes to your mind. Reread your comment and make sure it says what you want it to say before hitting the Post button. Remember: there are no anonymous postings. Once you post a message on the discussion board, it is associated with your name, and you can't change what you wrote.
- Respect the basic intelligence and humanity of the other members of the class. At some level, everyone in the course is in college because they want an education. Be tolerant of the honest mistakes of others and for your own part, do not let your individual ego get in the way of admitting you made a mistake or were wrong.
- Use appropriate electronic etiquette or netiquette. A good overview can be found at <http://www.albion.com/netiquette/>.
- Try to stay on topic. If you want to comment on one of the other issues, please go to that discussion topic.

DON'T

- Attack other people personally. It is acceptable to disagree, but attack or confront the idea, not the person. The general rule is: be hard on the issue and easy on the person.

- Assume you know another person's motivation or thinking. The only person you can speak for is yourself.
- Assume that you have nothing to contribute to the discussion. You are a unique individual with a unique set of life experiences and point of view. We can all benefit from hearing from you.
- Type in capital letters unless you mean to do so for emphasis. It is equivalent to SHOUTING and is generally perceived as rude.
- Use TLAs (Three letter acronyms like lol for "laughing out loud" or btw for "by the way" or emoticons ("simleys") like :-) for a smile or: - (for a frown unless you explain them or are sure that everyone will know what they mean. A good general guide to TLAs and other acronyms and lingo pertaining to the net is at <http://www.netlingo.com/emailsh.cfm>. A comprehensive dictionary of emoticons can be found at <http://www.computeruser.com/resources/dictionary/emoticons.html>. They are classified by type of emotion at <http://www.windweaver.com/emoticon.htm>.
- Post messages to the discussion board that are not related to the class discussion topics. There are other ways to make the announcement of your important event or to buy or sell something.

Helpful References

Various articles published in Teaching Sociology.

Bergquist, William H. and Steven R. Phillips. 1989. "Classroom Structures which Encourage Student Participation." In Rose Ann Neff and Maryellen Weimer, (eds.), *Classroom Communication: Collected Readings for Effective Discussion and Questioning*. Madison, WI: Magna Publications.

Billingsley, R. G. 1990. "Facilitating Discussion." *On Teaching Vol. II.*, edited by Mary Annohea. University of Colorado Faculty Teaching Program.

Bonwell, Charles and James Eison. 1991. *Active Learning: Creating Excitement in the Classroom*. Washington D.C.: George Washington University. ASHE-ERIC Higher Education Series.

Cashin, William E. and Philip C. McKnight. 1986. "Improving Discussions." *Idea Paper No. 15*. Center for Faculty Evaluation and Development, Kansas State University.

Cordell, Rosanne, Betsy Lucal, Robin K. Morgan, Sharon Hamilton, and Robert Orr (eds). *Quick Hits for New Faculty*. 2004. Bloomington, IN: Indiana University Press.

Davis, Robert H., John R. Fry, and Lawrence T. Alexander. 1977. *The Discussion Method: Guides for the Improvement of Instruction in Higher Education*. No 6. East Lansing: Board of Trustees, Michigan State University.

Frederick, Peter. 1989. "The Dreaded Discussion: Ten Ways to Start." In Rose Ann Neff and Maryellen Weimer (eds.), *Classroom Communication: Collected Readings for Effective Discussion and Questioning*. Madison, WI: Magna Publications.

Kersell, Nancy D. and Robert T. Rhode. 1997. "Voices from the Margins: What Students Want to Hear from Instructor Comments." *The Faculty Focus Vol. 2*, No. 1. Portland State University Faculty.

McKeachie, Wilbert and Marilla Svinicki. 2006. *McKeachie's Teaching Tips*. (12th ed.) Boston, MA: Houghton Mifflin Company.

The Teaching Professor. 1990. "Errors." *The Teaching Professor Vol. 4*, Number 8.

The Teaching Professor. 1998. "Participation Problems: A Solution?" *The Teaching Professor*. February.

Weimer, Maryellen. 1990. "Successful Participation Strategies." In Rose Ann Neff and Maryellen Weimer (eds.), *Teaching College: Collected Readings for the New Instructor*. Madison, WI: Magna Publications.

Writing Exams/Grading

Writing Exams

Before you write an exam, you need to determine the object of the test. Is the object to test mastery of knowledge, memorization of concepts, rank of student performance? Determining the object of the test will also help you to decide what type of questions to use in the exam. You may want to use multiple choice, true/false, short answer, essay, or a combination of these types of questions. All formats have many strengths and weaknesses. Some of those are:

Multiple Choice	True/False	Matching	Short Answer	Essay
<i>Tests levels of comprehensive, analysis and application</i>	<i>50% probability of correct answer</i>	<i>Good for association between pairs of ideas, events, persons etc.</i>	<i>Tests low level knowledge of subjects</i>	<i>Tests breadth and depth of subject knowledge</i>
<i>Good for concepts that require memorization</i>	<i>Tend to be very easy or too difficult</i>	<i>Easy to answer by process of elimination</i>	<i>Reduces guessing and tests factual knowledge</i>	<i>Encourages originality and creative thinking</i>
<i>Facilities wide sampling of concepts and course content</i>	<i>Facilities wide sampling of concepts and course content</i>	<i>Facilities wide sampling of concepts and course content</i>	<i>Facilities less sampling of concepts and course content</i>	<i>Facilities less sampling of concepts and course content</i>
<i>Highly reliable scoring/machine score</i>	<i>Highly reliable scoring/machine score</i>	<i>Highly reliable scoring/machine score</i>	<i>Easier to score than essay questions</i>	<i>Difficult to objectively score</i>
<i>Long to construct/quick to score</i>	<i>Easy to construct and score</i>	<i>Easy to construct and score</i>	<i>Less time consuming to construct and longer to score</i>	<i>Less time consuming to construct and longer to score</i>

Compiling a few possible exam questions, immediately following each lecture while the material is still fresh in your mind, will make it easier to construct the actual exam. You may prefer to arrange your test questions in the order the material was presented in class to avoid confusing the students about which specific area of information is being questioned, but are not required to do so. Avoid using trick questions.

Grading Exams

If you decide to use multiple choice, matching or true/false questions in your exams, you have the option of using the scantron to automatically score them. The department secretary can show you where the scantron forms are stored, as well as the essay blue books. Scantron locations are:

- Classroom Medical Building, near first floor lounge

- Fine Arts Lounge
- Kettler Hall Information area
- Neff Hall Faculty/Staff Lounge

If you are using short answer or essay questions in your exams, here are some basic tips for consistent scoring:

- Make sure you are in a positive mood before beginning.
- Before you begin, decide how you will grade spelling, grammar etc.
- Grade the papers anonymously and periodically change the order.
- Use the same marking format on all exams.
- Try to grade all the papers at one time or at least each question.
- Avoid interruptions or long breaks that distract your grading routine/pattern.
- Prepare a score key for each question, outlining the key points that can earn credit.

Grading Term Papers

As in grading essay exams, when grading term papers it is important to be a good mood and have sufficient time set aside for grading free of interruptions or distractions. Again, a scoring key sheet will enable you to grade the papers more quickly and consistently. Some areas you may want to include on your key are:

Topic

Is the topic/subject/idea clear? Is the idea appropriate for the assignment? Has the student attempted an innovated approach to this subject? What is the quality of the student's argument?

Flow

Is there a logical progression of thought? Is there a cohesive transition from paragraph to paragraph and point to point?

Evidence

Is the idea supported by evidence, additional research? How has the student used course material to support his/her viewpoint?

Style

Does the student appropriately use words and make clear, concise statements? Is the paper free of grammatical errors, including spelling and punctuation? Is the paper the correct length, not too short or long?

Originality

Are the thoughts and ideas original to the student? Is the paper free of plagiarisms?

Posting Grades

Midterm and final grades are submitted online via OASIS. However, you can use the WebCT online gradebook to post other student grades for quizzes, assignments, presentations, etc. and give the student access to view them. Students cannot view

other student's grades but you can give them access to information about the overall performance of the class such as the mean and median class scores. Since students are required to use a personal user ID and password to access their grade information, this method of posting grades assures that no FERPA rules, as their apply to student privacy rights, are violated. If you choose to return assignments or post grades in another manner, you need to so in a way which protects the identity of the students. New FERPA rules prevent using any portion of the student's social security number or student ID number as a way to anonymously identify students on a publicly posted document of this kind. That includes leaving papers for pick up in a public place (such as a campus office) or a posted grade list.

Ending the Semester

Final Exams

All classes are scheduled for a two-hour meeting during final exam week. Exams will be held in your regular meeting classroom at the specified time. Weekend College final exams are held on the last day of class. You may use this period for a final examination, a last, noncomprehensive examination, or a regular class meeting. No exams may be scheduled during the week prior to final exam week except in laboratory courses.

The schedule for daytime class exams is based entirely on class begin time and the days that the class normally meets. The schedule for evening class exams is based on the exact beginning and ending times and the days that class normally meets.

Student Final Exam Conflicts: All students are governed by the following regulation regarding final examination conflicts: A student who is scheduled to take more than two examinations in one day, who has a conflict of exams, or who is scheduled to take a state, national, or professional licensing examination should contact you, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If you and the student cannot agree upon a rescheduling, the vice chancellor for academic affairs shall investigate and issue a binding schedule.

Final Exam Cancellations Due to Weather: If severe weather conditions cause a change in the schedule for final exams, the disruption will be announced on area radio stations and in other media, or you may call the Campus Weather Emergency Numbers, 260-481-6050 or 260-481-5770 for recorded information. Final exams will be rescheduled.

Grading Participation

It is important that you clearly explain to your students at the beginning of the semester if participation will be a graded component of their final grade and what percentage of their grade it will be. Let them know in advance what constitutes participation in the terms of their grades. It is important to remember that some students may be shy and have difficulty in this area so you might want to consider some type of forced participation in your course for grading participation as well as voluntary participation. Some elements to think about when you are grading participation are:

Preparation

Does the student come prepared to class? Has the student done the readings?
Has the student completed the assignments?

Contribution

How regularly does the student attend class? How often does the student contribute to the discussion? Does the student contribute freely? Are the student's comments thoughtful and relevant to the discussion? Does the student answer questions when asked? Does the student follow directions?

Relationship with others

How does the student relate to other students? Does the student show interest in and respect the opinions of the other students? Does the student give other students the opportunity to speak? Does the student participate in and contribute to small group activities?

Turning in Grades

The registrar's office expects final grades to be submitted within 48 hours following the scheduled final exam time for the course. You will need to plan your schedule for grading accordingly, so as to complete grading as quickly as possible. Grades are submitted through OASIS. You should print copies of your class rolls and grades and store them in a safe place along with course materials for each section.

Although the registrar's official expectation is that grades will be completed within 48 hours, this is not always possible (for example, when the final exam is a lengthy essay exam or when you have several exams scheduled near the same time). In this case, the registrar's office will issue a final due date. The absolute drop dead deadline for submitting grades is 5 p.m. on the Monday following final exam week. If you complete your grades and then leave town, you should leave a copy of your grades with your supervisor and contact information with the department office so that you can be reached should a question arise.

Submitting Grades Online:

You will be submitting your grades online through OASIS. To gain access to OASIS you need your User ID and Password. Log onto <https://my.ipfw.edu/> and click into OASIS.

Click on Faculty Services; then click on Final Grades

Select term and click submit

Select the course to grade using drop down box and click submit

Students appear in alphabetical order in groups of 25

Post new grades or grade changes under Grade column using drop down box

Important: If you assign a grade of "F" to a student because they stopped coming to class, note the last date of attendance under "Last Attend Date"

Leave attend hours blank

Click "Submit Grades" or grades will not be submitted

Click on the next group of 25 students and repeat process

Once you have entered all grades, check the "Grade" column to verify all information is correct

Click "Print" button for a copy. Keep this copy with your records

Note: You must submit your grades within a 15-minute period or you will be logged out of the system. You cannot submit a "w" grade.

To grade another course, click on "CRN Selection" at the bottom of the page and repeat steps 5 -9.

Note: You can only return to an online roster for a limited time to make corrections or changes. Each business day between 5:00 p.m. and 6:00 p.m., the Registrar's Office runs the process to move submitted grades to academic history. After this process has been run, you can no longer make online changes or corrections.

An instructor who discovers within 30 days of the grade processing deadline that a grade reported for a student was in error, must promptly submit to the registrar a statement, countersigned by the instructor's department chair or division director, of the circumstances of the error and of the change to be incorporated in future GPAs. Correction of errors after this time requires the additional approval of the instructor's dean/director. The registrar will inform the student, the department chair/division director, and the dean of the change of grade.

Grade Descriptions:

- A Highest passing grade
- B Above-average passing grade
- C Average passing grade
- D Lowest passing grade
- F Failure or unauthorized discontinuance of class attendance; no credit
- I Incomplete. A temporary record of passing work that (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course.

Incompletes

A grade of I may be granted to students: who are unable to complete specific course requirements for clearly unavoidable, nonacademic reasons (such as extended illness or relocation) and whose work has been of passing quality up to that time. A grade of I will not be considered as an alternative to an anticipated low grade in a course. You must confer with the Chair on all incompletes you file. If you leave the university, be sure you leave your files with the Chair providing information on what needs to be completed for a final grade to be assigned.

If you grade a student as I (incomplete) you must provide the registrar's office with a completed *Documentation of Assignment or Extension of an Incomplete Grade Form* (IPFW Registrar's Form 150). This form provides a contract between you and the student on what requirements need to be met in order for a final grade to be assigned. Include the following information:

1. the reason for the incomplete,
2. the requirements for completing the course,
3. the grade earned for the course to date, and
4. the specific time limit, not to exceed one calendar year, allowed for completing the course.

Retain the gold copy for your records, give the pink copy to the student, and attach the top two (white and yellow) copies to the final grade roster and submit these to the Registrar's Office.

You may change the incomplete to a regular letter grade if requirements for the completion of the course are not met within the time specified. Given extenuating circumstances, you may extend the time for a period not to exceed one additional calendar year if approved by the dean/division director, and if the registrar's office is notified before the expiration of the original time limit. Different forms are required for

changing incompletes to letters grades depending on whether the student is a Indiana or Purdue student. Contact the department secretary for the appropriate form.

Archiving Materials

It is a good idea to keep some course materials on hand after the end of the semester, because students may appeal their grades during the following semester. Exams and term papers should be kept for at least a full semester after the course ends. If you have kept an email folder of student correspondence, you may also want to save it through the following semester (if you have disk space available). It is a good idea to keep grade books and other records of grades for 2-3 years following a course. If you leave the program you should give these materials to the department chair.

Evaluations

Student Evaluations

All teaching assistants are required by the University to give students the opportunity to evaluate their courses at the end of each semester. Regular faculty are required to conduct student-teaching evaluations on at least half of their courses. The department of sociology provides a standard evaluation form that is to be used by teaching assistants for student evaluations. In addition, you may develop your own evaluation form as well. Results of end of semester course evaluations are kept on file in the department and are used in determining future hires.

The type of information you will normally want to receive from your student evaluations includes:

- Characteristics of the students: GPA, major, why taking class
- Impressions of the teaching: Clear, organized, relevant to subject of study, interesting
- Assessment of Learning: What was learned vs. what anticipated would learn or wanted to learn
- Overall assessment of course and instructor: Compared to other courses and instructors

The department secretary will provide you with an evaluation packet at least two weeks prior to the last week of class. Evaluations are kept anonymous and should not be returned to you. Have the students complete the evaluation questionnaire during class and place the completed forms in the envelope provided. Designate a student to seal, sign and return the envelope to the department secretary CM 241 for compilation. Students can also drop it off at any office to be deposited into the outgoing interoffice mailbox. If after hours, students can slide the envelope under the office door if in our building; or if in Kettler, they can slide the envelopes under the office door of the Graduate Applications Director, KT 112. As the instructor, you will not see the original evaluation completed by the student. You will receive results of the qualitative responses, as well as, a verbatim listing of the student responses as they have been compiled for you by the department.

Faculty Evaluations of Teaching Assistants

The graduate director or other designated supervising faculty members are responsible for a brief written statement on each teaching assistant's performance. This statement is to be based on faculty interactions with TAs and students and faculty review of semester-end student evaluations of the TA, as well as faculty observation of at least one section meeting conducted by each TA. The faculty member will discuss this evaluation with each TA and place it in the student's department file.

Evaluating Your Teaching

Every instructor has room for improvement in his/her teaching methods. Evaluation is the way in which you can discover areas that need improvement, as well as areas in

which you are effectively succeeding. For an overall picture of your teaching methods, try to use a variety of these evaluation tools.

Self – Evaluation

Each time you stand before the class, ask yourself if the students seem interested or bored, do they seem to understand the material, are they engaged and participating in discussion and/or asking questions?

Audio or Videotapes of Class Presentations

You can contact LRC to make arrangement to have your class(es) recorded or videotaped. As you listen to, or view the tapes, do you detect problems with your verbal presentation? Are you speaking clearly? Can you be heard? Are you speaking too fast or slow? Visually how do you present yourself? Do you look friendly, open and engaged or unfriendly, closed and detached? Do you make distracting motions or mannerisms?

Student Evaluations

Reviewing the student evaluations will provide you with a picture of how the students feel about the course and your teaching. You should be able to see definite patterns of strengths and weaknesses in your teaching and what areas need improvement.

Test Results

Like evaluations, test results should reveal patterns of strong/weak learning/instruction. Consistent failure of students to correctly answer particular questions, should be a red flag to you to review how that particular information was presented in class and possible ways to improve it in the future. The Learning Resource Center can conduct an item analysis for you. See the department secretary for the proper form.

Peer/Mentor Feedback

As part of your department evaluation, you will be observed at one time or another by a faculty member who will provide input about your teaching. However, you may want to periodically enlist other peers or individuals to observe your class and provide you with their comments and suggestions.

Maintaining A Teaching Portfolio

After you have completed teaching your first course, you may want to begin maintaining a teaching portfolio. It is a way to document your activities and accomplishments in teaching, as well as to aid you in:

- Job searches
- Self Evaluation
- Documentation of credibility in disputes with students or other faculty

There aren't any specific items which are required in a teaching portfolio but some of the items generally found in a portfolio include:

- A statement of your teaching philosophy and goals
- Your teaching responsibilities (courses you have taught)
- Samples of your class materials and assignments
- Course syllabi
- Documentation of your teaching effectiveness (evaluations, reviews etc.)