

T&T GTA Workshop Series
Pre-semester meeting
August 18, 2016

I. Nuts and bolts

a. Who are your students?

- i. Knowing how they came to be in the class and what they're trying to accomplish by taking it can help you calibrate.
- ii. Look at the roster for their majors; **look at what the catalog says about the class (prerequisites, requirements it fulfills)**; ask the department or those who have taught it before
- iii. Student info sheet (handout): background, interests, a chance to tell you things about themselves they might be shy to say

b. Before the first day

- i. Where's your classroom?**
- ii. How long does it take to get there?**
- iii. Does it have a clock visible from where you'll be standing?
- iv. What's the seating configuration? Is it mobile?
- v. What are your **policies about late work, absences, participation, and personal devices in the classroom?**

c. On the first day

- i. Get there early**
- ii. Tell them about you**
- iii. **Tell them about the class**, including:
 1. What they can expect in terms of **workload (Rice University estimator: <http://cte.rice.edu/workload>)**
 2. Tips for how to prepare (read/study)
 3. Why it's important or valuable (don't assume they can figure it out)
- iv. Set ground rules for classroom behavior and/or discussion
- v. Bring water.**

II. Policies

a. Copyright

- i. Classroom use is one of the instances generally considered fair use
- ii. Screenings in class are generally considered fair use
- iii. But there are no bright-line rules!

b. FERPA

- i. You can't share information about a student's work in your class or personal information about them with other students or with their parent

c. Academic Integrity: <http://osc.sdes.ucf.edu/>

d. You're an authority figure and you have to act like it. It's okay to be friendly, but your students can't be your friends.

III. Content

a. Making connections (handout)

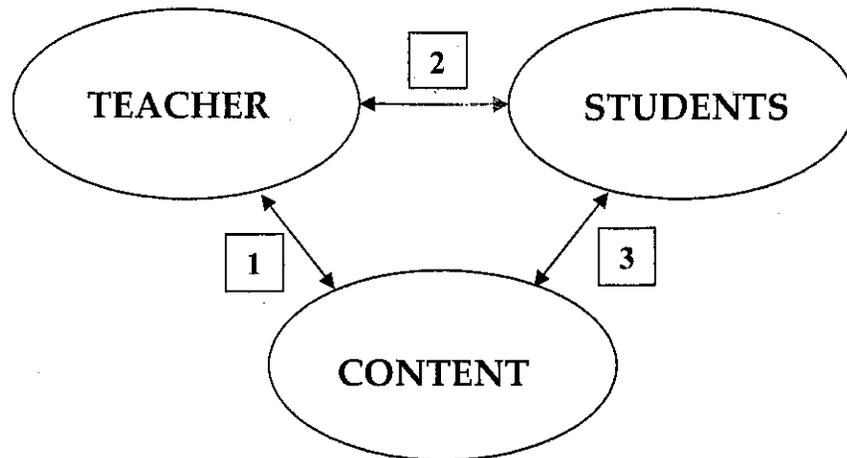
- b. You will almost certainly be spending time teaching writing and college reading, no matter what you're teaching. Be prepared for that.
 - i. Leave some breathing room in the syllabus to accommodate stuff like in-class workshops.

IV. Self-care

- a. You have a number of hours per week that are expected for your appointment. DO NOT work more than that. Use a timer if you have to. Keep track.
- b. Set a weekly schedule with classes, research, teaching, and your life stuff, and stick to it as much as possible.**
- c. You don't have to be available by email 24/7. Be clear and consistent about when you answer email, but once a day is fine.**
- d. Don't reinvent the wheel. Talk to other people (that's what this series is for, but also anyone who knows about what you're doing is a resource).**
- e. Keep your sense of humor. Things will go sideways. It will be okay.**



MAKING CRITICAL CONNECTIONS FOR TEACHING



The following questions are for you to think about as you participate in the Graduate Academy for College Teaching and as you teach during the semester.

1. Teacher and Content

- Why you are interested in your discipline? What excites you about your field? What intrigues you? What are you hoping to do with it? Why is it important for people to know more about it?
- How can you convey this enthusiasm to your students? What are some ways to share your experiences and excitement with them?

2. Teacher and Students

- What are some things you could do on the first day of class to create rapport with your students? What strategies could help you build and maintain rapport throughout the semester?
- What are some potential barriers to creating rapport? How can they be overcome?
- What kinds of things can you learn about your students that will help you build rapport with them?

3. Students and Content

- What strategies can you include in your lesson plan to help students understand the material? How can you help them build their skills and knowledge in this area?
- How can you motivate your students?
- How can you help them understand not only the day-to-day content material, but also the way that thinking and learning takes place in your discipline?

From: Kreizinger, J. (2006). Critical connections for the first day of class. *The Teaching Professor*, 20 (5), 1.

Media and Cinema Studies/Gender and Women's Studies 356
Sex and Gender in the Media
Student Information Sheet

Name _____

Year _____

Major _____

What do you hope to learn in this class?

What are your primary academic interests (what subjects/areas of school interest you the most)?

What are your academic strengths?

What are your academic weaknesses (what you hope to improve)?

What previous courses (if any) have you taken in gender studies or media studies?

Anything else you want me to know about you:

Please rank the following options for my Office Hours in order of preference

___ Tu 9:30-10:30

___ Tu 12:30-1:30

___ Th 9:30-10:30

___ Th 12:30-1:30

___ W 4-5

___ I have other commitments during ALL of these times