GRADUATE TEACHING ASSISTANT TRAINING SYLLABUS

INSTRUCTOR INFORMATION

Instructor: [Name]
Email: [Email]

Contact: Canvas Inbox or instructor-preferred email address (Responses to email will be provided within 24 hours during weekdays.)

SYNCHRONOUS MEETINGS

FOR GRADUATE TEACHING ASSISTANT PARTICIPANTS

Topic: Ria Vigil and Kathy Sisneros
Time: Aug 18, 2020 3 PM Mountain Time
Join Microsoft Teams Meeting

Topic: Jody Donovan and Craig Chesson
Time: Aug 19, 2020 3 PM Mountain Time
Join Zoom Meeting: https://zoom.us/j/97228997067?pwd=WktkU0NPWW45ZWN4MTFxRUR2WStvdz09
Meeting ID: 972 2899 7067
Password: 355241

Topic: Brian Jones and Gwen Gorzelsky
Time: Aug 20, 2020 3 PM Mountain Time
Join Zoom Meeting: https://zoom.us/j/98241514358

FOR FACULTY PARTICIPANTS

Topic: Ria Vigil and Kathy Sisneros
Time: Aug 18, 2020 4 PM Mountain Time
Join Microsoft Teams Meeting

Topic: Craig Chesson and Jody Donovan
Time: Aug 19, 2020 4 PM Mountain Time
Join Zoom Meeting: https://zoom.us/j/98814383358?pwd=bXNzMGRIY3F0SctlDwxIRFBVai9Ddz09
Meeting ID: 988 1438 3358
Password: 650859
Graduate Teaching Assistant Training

Topic: Brian Jones and Gwen Gorzelsky
Time: Aug 20, 2020 4 PM Mountain Time
Join Zoom Meeting: https://zoom.us/j/91110069308

While these meetings are optional, we strongly encourage you to attend if possible. These sessions are your opportunity to ask questions and converse with the experts who developed this training.

**TECHNICAL SUPPORT**
Need technical assistance with your online course? Try the following:

- Visit the Canvas Students Resources for guides and videos.
- Visit Central IT Technical Support Helpdesk for technical support.
- Call 970-491-7276.
- Email Help Desk Support.

**COURSE DESCRIPTION**
In the ongoing effort to enhance the effectiveness of undergraduate teaching and learning at Colorado State University (CSU), the goal of this required Graduate Teaching Assistant (GTA) Training is to equip every incoming GTA with basic institutional knowledge about CSU, review current learning and teaching best practices, and introduce a wide variety of resources that will help GTAs further their careers.

The content will address universal teaching issues and introduce you to best practices in pedagogy. Content will be clearly focused on modeling best-practice strategies.

Strategies for enhancing teaching, learning, academic integrity, and assessment of student performance, as well as a review of GTA responsibilities and expectations, are included.

In addition, incoming GTAs will be introduced to many of the campus resources that support effective teaching and learning.

**COURSE GOALS**
Upon the completion of this course, you should be able to:

- Recognize the importance of your role as a CSU GTA, including responsibilities and expectations.
- Discuss current learning and teaching best practices.
• Apply to your class(es) strategies for enhancing teaching, learning, academic integrity and assessment of student performance.
• Describe ways to create an inclusive classroom experience.
• Respond to situations that you are likely to encounter in the classroom.
• Locate resources to assist you in your GTA position here at CSU.

**FACULTY AND STAFF PRESENTERS**

• Craig Chesson, Associate Dean of Students in the Office of the Vice President for Student Affairs
• Debora Colbert, Director, The Institute for Learning and Teaching (TILT) Professional Development Program
• Jody Dononvan, Assistant Vice President for Student Affairs and Dean of Students
• Gwen Gorzelsky, Associate Professor, Department of English; Executive Director of TILT
• Mary Stromberger, Vice Provost for Graduate Affairs and Dean of the Graduate School
• Brian Jones, Instructor, Department of Physics; Founder and Director, Little Shop of Physics
• Ria Vigil, Assistant Vice President for Inclusive Organizational Practice
• Kathy Sisneros, Assistant Vice President for Student Affairs

**REQUIRED OR SUPPLEMENTAL MATERIALS**

All course content is available within the Canvas learning management system (LMS).

**COURSE PRESENTATION AND PROCEDURES**

This course organizes videos, readings, presentations and assessments into modules. Due dates are spread throughout the modules, though you are welcome to work ahead. However, please be sure to complete all items in a module before moving to the next.

**PARTICIPATION EXPECTATIONS**

Your active participation is an important part of this course. So that you can get the most out of it and begin building a sense of community, you should log in at least once a day to see if anything new has been posted. You can expect your facilitator to do the same.

**GRADE DESCRIPTION**

As a student enrolled in this course, it is your responsibility to submit course work by the due dates listed in Canvas. Keep a copy of all work created for the course, including work submitted through the Canvas LMS. This course will be graded on an S/U (Satisfactory/Unsatisfactory) basis.
70-100% = Satisfactory
0-69% = Unsatisfactory

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU’s Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—including using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

- Plagiarism—including the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—including the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.

- Falsification—including any untruth, either verbal or written, in one’s academic work.

- Facilitation—including knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. You are asked to affirm the following statement:

"I have not given, received, or used any unauthorized assistance."
Further information about Academic Integrity is available at CSU’s Academic Integrity Program.

**Universal Design for Learning**

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from the Student Disability Center may be required before any accommodation is provided.

**System, Multimedia, and Software Requirements**

It is highly recommended that you access your course via a high-speed Internet connection.

Still having issues? Call the CSU Help Desk at 970-491-7276 or Email Help Desk Support.

You must have speakers installed and working properly on your computer before beginning the course.

**Third-party Tools/Privacy**

This entire course is self-contained within Canvas, but some of the materials are located on the Internet, so appropriate caution in terms of access, searches and so forth is suggested. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

**Copyrighted Course Materials**

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

**Undocumented Student Support**
Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

**Title IX/Interpersonal Violence**

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

**Religious Observances**

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.
CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The Mission, Vision, and Focus webpage of the Vice President for Diversity includes a comprehensive statement of CSU’s commitment to diversity and inclusion.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials. Note from Instructor Williams: I find that creating a three-ring binder for each class with tabs for the syllabus, readings, exams, project, and other items can be very helpful. If you can’t do this, then a special file folder is recommended.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates; ask questions as they arise.
Graduate Teaching Assistant Training

- Discipline—Pace yourself, complete all activities and assignments before the due date, and follow through on all class requirements to completion.

The more closely you adhere to the recommendations above, the greater your chances of having a successful semester and a rewarding online experience.