

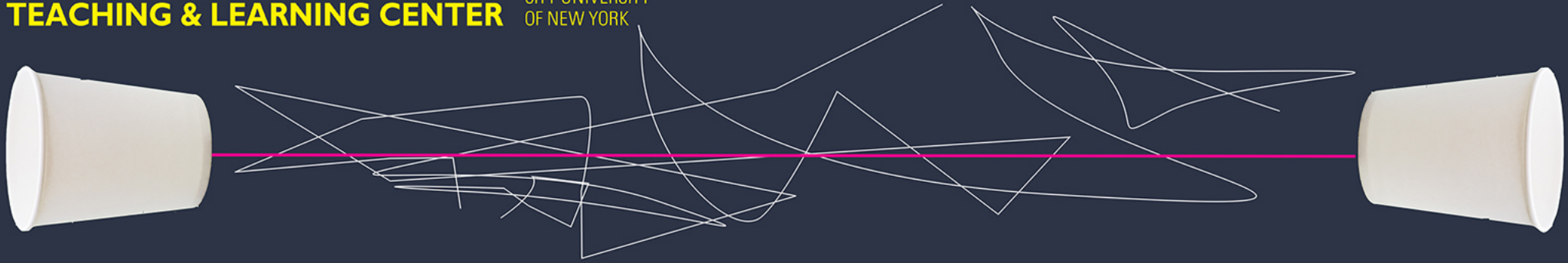


TEACHING & LEARNING CENTER

THE GRADUATE CENTER

CITY UNIVERSITY OF NEW YORK

TEACH@CUNY SUMMER INSTITUTE



Teaching as a T.A. at CUNY

# Types of T.A. Appointments at CUNY

- There are several types of appointments at CUNY.
- It's important to get clarity about what is expected.
  - **Teaching Appointments:**
    - Laboratory Sections
    - Recitation/Discussion Sections
  - **Non-Teaching Appointments**
    - Coordinators
    - Graders

# Managing Relationships as a T.A.

- **You will be working with others to deliver a course.**
  - Instructor
  - Course coordinator
  - Other TAs.
  - Students.
- **Start off the semester with clear workload considerations.**
  - What is your role as a TA?
  - What are the expectations?
- **Look for opportunities for professional development.**
  - If possible and not an overload on you, offer to give a lecture or help with designing an assignment or assessment.

# Course Policies and Grading as a T.A.

- **Different amounts of latitude will exist depending on your appointment and Departmental culture.**
- **It's important to get clarity about what is expected.**
- **Use this appointment as a learning opportunity:**
  - Examine policies and grading criteria critically.
  - Do they make sense?
  - Are they purposeful, clear, ethical, fair?
  - If this was your course, are there changes you would make?

# Reflection:

- Think back on your prior experiences as a student and a instructor *(if applicable)*.
- How can a TA positively impact student learning?
- Take a few minutes to reflect and list some ways.
- Enter your ideas on the workshop [Padlet](#).
  - *Feel free to "star" or to leave comments on other posts.*

# Getting Student Buy-In:

- **Be prepared.**
  - Have a plan and let the students know your plan.
  - Practice your presentation.
- **Facilitating Discussion**
  - Reflect on tools you can use to get students to participate.
    - Know your students – *learn their names.*
    - Call on your students.
- **Make sure that students know how to contact you and your policies about email, office hours, etc.**

# Getting to Work – Developing a Syllabus or Section Policies

- **Look at the main or lecture syllabus for the class you are going to TA.**
- **Consider every structure of the syllabus is constructed.**
  - Reflect on what you would keep/alter/discard in the course syllabus.
  - What can your lab/section syllabus do to:
    - **Reinforce** what you would keep.
    - **Alter** those aspects you would.
    - **Mitigate** what you would discard.
- **Now, get to work. Start drafting your syllabus.**