The following hyperlinked resources are referred to in the CET TA Training Curriculum. These resources are identical to those accessed through the CET TA Training Curriculum Blackboard organization.

## Module 0: Essential TA Resources

[USC sexual harassment policies](http://policy.usc.edu/discrimination)

[FERPA for TAs](https://cet.usc.edu/teaching-resources/ferpa-for-tas/)

A summary of the FERPA laws relevant to TAs at USC.

[TA student support decision guide](https://cet.usc.edu/teaching-resources/ta-decision-guide/)

A chart that indicates the required or recommended response to a number of student-support situations.

[First day of class for TAs](https://cet.usc.edu/teaching-resources/first-day-of-class-for-tas/)

A checklist of the content recommended for the first day of holding a section in a new semester.

[Writing course-specific policies](https://cet.usc.edu/teaching-resources/writing-course-specific-policies/)

A list of possible course-specific policies to assist those developing courses.

[A menu of discussion norms](https://cet.usc.edu/teaching-resources/a-menu-of-discussion-norms/)

A list of possible discussion norms to assist those developing courses.

[USC Graduate Assistant Handbook](http://graduateschool.usc.edu/assets/doc/GA_Handbook.pdf)

## Module 1: Classroom Management

[Icebreakers](https://cet.usc.edu/teaching-resources/icebreakers/)

A sampling of icebreaker activities appropriate for the first few weeks of a course.

[Authority in the classroom](https://cet.usc.edu/teaching-resources/authority-in-the-classroom/)

[A menu of discussion norms](https://cet.usc.edu/teaching-resources/a-menu-of-discussion-norms/)

## Module 2: Diversity and Inclusion

[Supporting international students](https://cet.usc.edu/teaching-resources/5-tips-for-supporting-and-engaging-international-students/)

Suggestions for supporting international students in your courses.

[TrojanLearn: American work culture and values](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=b1b44b2c-5802-4292-82ee-6fce355fc4b4&query=%3fq%3dAmerican+Work+Culture+and+Values#t=1)

[TrojanLearn: Communicating with a cross-cultural audience](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bb0de4e8-8cfe-46ef-8cd5-c747808a3f06&query=%3fq%3dCommunicating+with+a+Cross-cultural+Audience#t=1)

[USC Office of Student Accessibility Services](https://osas.usc.edu/)

**Additional Resources**

[USC Libraries Research Guide: Diversity, Equity & Inclusion Teaching Resources](https://libguides.usc.edu/diversityandinclusion/teachingresources)

[USC School of Social Work Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege](https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/)

Lang (2008), "On course: a week-by-week guide to your first semester of college teaching" (pp. 188-194)

[Available as an e-book](http://bit.ly/oncoursebook) through USC Libraries

## Module 3: Academic Integrity and Presentation Skills

[TrojanLearn: Confident public speaking](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=f5996d6d-d8f9-493f-a59d-fbc1851a116c&query=%3fq%3dPublic+Speaking+Strategies%3a+Confident+Public+Speaking#t=1)

The only required section is Challenges of Public Speaking. In the TrojanLearn course, select Table of Contents, then select Confident Public Speaking.

[TrojanLearn: Basic presentation skills: Creating a presentation](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=17db6c2e-e8f3-4698-b963-d03320880ff2&query=%3fq%3dBasic+Presentation+Skills%3a+Creating+a+Presentation#t=1)

The only required section is Using Appropriate Visual Aids for a Presentation. In the TrojanLearn course, select Table of Contents, then select Using Appropriate Visual Aids for a Presentation.

[TrojanLearn: Handling difficult questions as a presenter](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=583f8fdf-a887-4381-af6f-e3b5e67f40af&query=%3fq%3dHandling+Difficult+Questions+as+a+Presenter#t=1)

[Purdue OWL site on creating effective PowerPoint presentations](https://owl.purdue.edu/owl/general_writing/visual_rhetoric/designing_effective_powerpoint_presentations/index.html)

[USC policies on academic integrity and plagiarism](https://dornsife.usc.edu/usc-policies/#plagiarism)

[USC policies on preventing academic dishonesty](https://dornsife.usc.edu/usc-policies/#dishonesty)

[SJACS guide to academic integrity](https://sjacs.usc.edu/files/2015/03/tio.pdf)

**Additional Resources**

Lang (2008), "On course: a week-by-week guide to your first semester of college teaching" (pp. 196-212)

[Available as an e-book](http://bit.ly/oncoursebook) through USC Libraries

## Module 4: Assessment

[FERPA for TAs](https://cet.usc.edu/teaching-resources/ferpa-for-tas/)

[Assignment description template](https://cet.usc.edu/teaching-resources/assignment-description-template/)

A template for use in composing an effective assignment description.

**Additional Resources**

Lang (2008), "On course: a week-by-week guide to your first semester of college teaching" (pp. 127-151)

[Available as an e-book](http://bit.ly/oncoursebook) through USC Libraries

[Cognitive task analysis video](https://vimeo.com/238657710/0f4dc38db4)

## Module 5: Rubrics

[Sample rubrics](https://cet.usc.edu/resource-search-results/?frm_search=sample%20rubric)

USC CET page providing downloadable rubrics for a variety of assignment types.

[TrojanLearn: Optimizing your work/life balance: Maintaining your life balance](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=e0875734-e6bb-4de9-909a-a8374f1921d2&query=%3fq%3dOptimizing+Your+Work%2fLife+Balance%3a+Maintaining+Your+Life+Balance#t=1)

[Facilitate a TA norming session](https://cet.usc.edu/teaching-resources/facilitating-a-rubric-norming-session-for-tas/)

[Tips for designing rubrics](https://cet.usc.edu/teaching-resources/tips-for-designing-grading-rubrics/)

[USC Kortschak Center](http://kortschakcenter.usc.edu/)

The USC Kortschak Center offers enhanced services such as individual learning strategy sessions, tutoring in academic disciplines and state-of-the-art assistive technologies.

[USC Engemann Student Health Center counseling services](https://engemannshc.usc.edu/counseling/)

## Module 6: Active Learning

[Essential learning theories](https://vimeo.com/247239729/70d9a37ad8)

Essential learning theories and concepts as explained by a USC Rossier faculty member.

[Learning theories](https://cet.usc.edu/teaching-resources/learning-theories/)

A document that overviews fundamental aspects of the leading learning theories. University instructors use these theories to inform the decisions they make about their teaching/instruction with the goal of making it more effective.

[Why students forget and what you can do about it](https://www.edutopia.org/article/why-students-forget-and-what-you-can-do-about-it)

[Human motivation](https://www.youtube.com/watch?v=u6XAPnuFjJc)

A video describing current understanding of human motivation.

[Active learning resources](https://cet.usc.edu/resource-search-results/?frm_search=active%20learning)

USC CET page providing downloadable support documents on active learning

[Effective groupwork](https://cet.usc.edu/teaching-resources/effective-groupwork/)

[Mid-semester evaluations](https://cet.usc.edu/teaching-resources/mid-semester-evaluation/)

**Additional Resources**

Lang (2008), "On course: a week-by-week guide to your first semester of college teaching" (pp. 127-151)

[Available as an e-book](http://bit.ly/oncoursebook) through USC Libraries

## Module 7: Educational Technology

[Introduce your course with a video](https://cet.usc.edu/teaching-resources/introducing-your-course-with-video/)

[Implementing polling](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings)

[Recording video lectures](https://cet.usc.edu/teaching-resources/recording-a-lecture-presentation-using-zoom/)

[Access to Lynda.com](http://itservices.usc.edu/lynda/)

Lynda.com offers training courses on the major LMS, including Blackboard and Moodle.

[USC Rossier e-learning toolkit](http://rossier-itg.weebly.com/toolkit)

A clearinghouse of e-learning tools, with brief descriptions and links, curated by the US Rossier Instructional Technology Group.

## Module 8: Reducing Bias

[USC School of Social Work's Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege](https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/)

**Additional Resources**

[Interrupting microaggressions](https://blackboard.usc.edu/bbcswebdav/pid-4937002-dt-content-rid-15175119_3/xid-15175119_3)

## Module 9a: Leading Discussions

[CET Classroom discussion resources](https://cet.usc.edu/resource-search-results/?frm_search=discussion)

USC CET page providing various downloadable resource documents related to academic discussions.

## Module 9b: Leading Labs

[TrojanLearn: First time manager: Understanding a manager's role](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=33802a72-5d1f-40f0-b9b3-8ce6e87daaff&query=%3fq%3dFirst+Time+Manager%3a+Understanding+a+Manager%27s+Role#t=1)

## Module 9c: Grading

[CET resources on grading](https://cet.usc.edu/resource-search-results/?frm_search=&topic=Grading)

## Module 10: Peer Evaluation Part 1

[TrojanLearn: Giving constructive criticism](https://trojanlearn.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=d63b34b1-65e4-47b0-afde-92cd5d61ccaf&query=%3fq%3dGiving+Constructive+Criticism#t=1)

[USC Classroom teaching observation checklists](https://cet.usc.edu/resource-search-results/?frm_search=observation)

## Module 11: Peer Evaluation Part 2

No resources

## Module 12: Peer Evaluation Part 3

No resources

## Module 13: Self - Evaluation

**Additional Resources**

[Rodgers' Reflective Cycle Infographic.pdf](https://cet.usc.edu/wp-content/uploads/2021/08/rodgers-reflective-cycle-infographic.pdf)

[Rodgers' Reflective Cycle Infographic Audio Transcript.docx](https://cet.usc.edu/wp-content/uploads/2021/08/rodgers-reflective-cycle-infographic-audio-transcript.docx)