NOTE: This syllabus follows the USC CET Syllabus Template and requires editing. Please add the specific details relevant to your TA Training course/program. Items in particular need of editing are indicated in red and brackets. Formatting should be aligned with school or department guidelines, and content is determined by the faculty.



## Course title and number

## Units: 2

## Term—Day—Time:

This class meets once a week for 2 hours

## Location:

## Instructor:

## Office:

## Office Hours:

## Contact Info:

## Teaching Assistant:

## Office:

## Office Hours:

## Contact Info:

## Course Description

[This course is for graduate student teaching assistants (TAs) performing various roles including course section or lab leader, discussion leader, reader/grader, and lab manager and provides training on university-wide policies and procedures, school-specific requirements, and best practices for being an effective TA. The course will assist TAs in managing relationships with students, other TAs, and the instructor, planning and evaluating sections/labs, and practicing teaching skills. TAs are encouraged to share their triumphs and challenges for collaborative strategizing to improve the student experience.]

## Learning Objectives

[

1. Create section/lab norms and policies
2. Plan efforts to support diversity and inclusion
3. Set goals to improve presentations and public speaking
4. Design assessments and grading rubrics
5. Select appropriate pedagogical strategies and technology based on learning theory
6. Select appropriate technology for teaching
7. Devise strategies for addressing bias incidents in the classroom
8. Conduct peer and self evaluation
9. Add other learning objectives to address local added content]

## Prerequisite(s):

[**TA Orientation**]

## Co-Requisite(s):

## Concurrent Enrollment:

[**Currently a TA for at least one course**]

## Recommended Preparation:

## Course Notes

**[Course Notes** include important information on the course that will not appear elsewhere in the syllabus. This may include the style of the course/teaching, such as flipped, case-based, project-based, etc.]

## Communication

[Communication and Technology Policies differ from university policies in that they are course-specific and set by each instructor. Common course-specific policies the instructor will need to create cover communication, in-class work, late work, and technology.]

## Technological Proficiency and Hardware/Software Required

[It is important to let students know if there are specific software or hardware requirements to engage in your course. The Technology/Software Requirements statement should also link to the available resources the students have access to. Additional information may include how to contact support and how to access free versions of the products if available.]

## USC Technology Rental Program

[We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please submit an [USC Technology Rental Program Application .](https://studentbasicneeds.usc.edu/resources/technology-assistance/)]

## USC Technology Support Links

[Zoom information for students](https://keepteaching.usc.edu/students/student-toolkit/classroom/zoom/)

[Blackboard help for students](https://keepteaching.usc.edu/students/student-toolkit/classroom/blackboard/)

[Software available to USC Campus](https://software.usc.edu/)

## Required Materials

[Add others if desired/required

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

Available as an e-book through USC Libraries.

Other course materials, such as required video viewings, will be posted on Blackboard.]

## Optional Materials

## Description and Assessment of Assignments

[This course follows a flipped model. Students are required to complete readings/video viewings before meeting in-person. Students will apply concepts from readings/viewings during class time to accomplish in-class work.

In-Class Work: Students will complete and submit work during class time and earn credit for it toward their in-class work grade, which functions as a record of both attendance and participation. Examples of in-class work activities that may be assigned include small-group tasks, open-notes quizzes, and polls. Your lowest 2 scores on in-class work will be dropped.]

## Grading Breakdown

[Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.]

## Table 1 Grading breakdown template

| **Assignment** | **% of Grade** |
| --- | --- |
| In-class work |  |
| Peer observations |  |
|  |  |
|  |  |
|  |  |
| Total | 100 |

## Grading Scale

[A grading scale should be included, as USC does not have a standard grading scale. Individual schools or departments may set their own grading scale standard for instructors to use.]

## Course-specific Policies (Assignment Submission, Grading Timeline, Late work, and Technology)

[Course-specific policies differ from university policies in that they are set by each instructor. Common course-specific policies the instructor will need to create cover communication, in-class work, late work, and technology. See the CET website for resources on policies.]

## Assignment Submission

## Grading Timeline

## Late work

## Technology in the classroom

## Academic integrity

[Academic integrityis already included in the required Statement on Academic Conduct and Support Systems at the end of the syllabus. This section is only necessary to describe local (course, department, school) academic integrity policies.]

## Attendance

[Attendance alone cannot be used to award course credit, per USC policy. Attendance policies may address student athletes with approved Travel Request Letters and students who give advance notice of religious observation.

Include information on alternative course work expectations for students who miss a synchronous session.]

## Classroom norms

[Classroom normsdescribe the behaviors that are encouraged and discouraged during class. They can be a powerful tool for establishing a supportive learning environment. See the CET website for resources on creating discussion and classroom norms.]

## Zoom etiquette

["Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. Having a Zoom netiquette policy for your course can help minimize the chances of miscommunication and perceived disrespect. It is also recommended that you encourage students to contact you with questions or concerns about complying with a policy. For instance, if a student is unable to keep their camera on during the synchronous Zoom session, encourage them to contact you prior to the class session to discuss expectations and accommodations needed.]

## Synchronous session recording notice

[Let students know that the synchronous sessions will be recorded and provided to all students asynchronously. Information for faculty on recording class sessions can be found on the [Academic FAQs for Faculty](https://coronavirus.usc.edu/faculty/academic-faqs-for-faculty/) on the USC COVID-19 Resource Center.

Sharing of course materials outside of the learning environment
[Remind students that USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (SeeSection C.1 Class Notes Policy).]

## Course evaluation

[Course evaluation occurs at the end of the semester university-wide. It is an important review of students’ experience in the class. The process and intent of the end-of-semester evaluation should be provided. In addition, a mid-semester evaluation is recommended practice for early course correction. See the CET support document on Mid-semester Evaluations.]

## Course Schedule: A Weekly Breakdown

[Edit Weekly Topics covered. For Week 9, select the topic(s) that matches the TA roles covered. Final weeks 14 and 15 are intentially left open for school-specific topics of need. Note: Listed weekly topics match module titles in Blackboard]

## Table 2 Course schedule: weekly breakdown

|  | Topics/Activities | Readings and Homework  | Deliverable/ Due Dates |
| --- | --- | --- | --- |
| Week 0 | TA Orientation: Essential TA Resources | See Module 0 in Blackboard | Held before course starts  |
| Week 1 | Classroom Management | See Module 1 in Blackboard | blank |
| Week 2 | Diversity and Inclusion | See Module 2 in Blackboard | blank |
| Week 3 | Academic Integrity and Presentation Skills | See Module 3 in Blackboard | blank |
| Week 4 | Assessment | See Module 4 in Blackboard | blank |
| Week 5 | Rubrics | See Module 5 in Blackboard | blank |
| Week 6 | Active Learning | See Module 6 in Blackboard | blank |
| Week 7 | Educational Technology | See Module 7 in Blackboard | blank |
| Week 8 | Reducing Bias | See Module 8 in Blackboard | blank |
| Week 9a | Leading Discussions | See Module 9a in Blackboard | blank |
| Week 9b | Leading Labs | See Module 9b in Blackboard | blank |
| Week 9c | Grading | See Module 9c in Blackboard | blank |
| Week 10 | Peer Evaluation Part I | See Module 10 in Blackboard | blank |
| Week 11 | No class session | Conduct peer observations | blank |
| Week 12 | Peer Evaluation Part II  | See Module 12 in Blackboard | blank |
| Week 13 | Self-Evaluation | See Module 13 in Blackboard | blank |
| Week 14 | School-specific topic | See Module 14 in Blackboard | blank |
| Week 15 | School-specific topic | See Module 15 in Blackboard | blank |
| FINAL |  |  | Date: For the date and time of the final for this class, consult the USC *Schedule of Classes* at [classes.usc.edu](file:///C%3A%5CUsers%5Cjdemarti%5CDesktop%5Cclasses.usc.edu). |

## Statement on Academic Conduct and Support Systems

[The current Statement on Academic Conduct and Support Systems is a required component of all USC syllabi and is updated regularly. Faculty should use the latest version of the Statement on Academic Conduct and Support Systems found in the [Curriculum Coordination Office’s Syllabus Template](http://arr.usc.edu/services/curriculum/resources.html). The Statement below is current as of Spring 2021.]

## Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in [SCampus in Part B, Section 11](http://policy.usc.edu/scampus-part-b), “Behavior Violating University Standards.” Other forms of academic dishonesty are equally unacceptable. See additional information in [SCampus and university policies](http://policy.usc.edu/scientific-misconduct) on scientific misconduct.

## Support Systems:

[Counseling and Mental Health](http://studenthealth.usc.edu/counseling)

phone number (213) 740-9355

On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### [National Suicide Prevention Lifeline](http://suicidepreventionlifeline.org/)

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

[Relationship and Sexual Violence Prevention Services (RSVP)](http://studenthealth.usc.edu/sexual-assault)
Phone Number (213) 740-9355(WELL), press “0” after hours
On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

[USC Office of Equity, Equal Opportunity, and Title IX](https://eeotix.usc.edu/)
Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### [Reporting Incidents of Bias or Harassment](https://usc-advocate.symplicity.com/care_report/index.php/pid251030)

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### [The Office of Disability Services and Programs](http://dsp.usc.edu/)

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

### [USC Campus Support and Intervention](http://campussupport.usc.edu/)

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

### [Diversity at USC](http://diversity.usc.edu/)

Phone number (213) 740-2101

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### [USC Emergency](http://dps.usc.edu/)

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

### [USC Department of Public Safety](http://dps.usc.edu/)

UPC phone number (213) 740-6000

HSC phone number (323) 442-1200

On call 24/7

Non-emergency assistance or information.