THE TEACHING ASSISTANT'S HANDBOOK

The Graduate School

Twenty-Fourth Edition
August 2022

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The University of Maine Graduate School reserves the right to revise, amend, or change items set forth in this Handbook from time to time. Accordingly, readers of the Handbook should inquire as to whether any such revisions, amendments or changes have been made since the date of publication.

2022-2023 ACADEMIC YEAR CALENDAR

Fall Semester 2022	
Classes begin	Monday, August 29
Last day to add classes	Sunday, September 4
No class Labor Day	Monday, September 5
Last day to drop classes for a refund	Monday, September 12
Classes dropped on or before this date will not appear on transcript	Saturday, October 1
Application for graduation filing deadline Dec.	Friday, October 1
Fall break begins	Monday, October 10
Classes resume	Wednesday, October 12
Enrollment for Spring 2023 begins (tentative)	Monday, October 24
No classes Veteran's Day	Thursday, November 11
Last day to withdraw from classes and receive W grade (withdrawn classes after this date will receive failing grade)	Thursday, November 10th at 4:30 pm
Thanksgiving break begins	Wednesday, November 23
Classes resume	Monday, November 28
Classes end	Friday, December 9
Final exams	Monday, December 12 - Friday, December 16

Spring Semester 2023	
Classes begin	Tuesday, January 17
Last day to add classes	Monday, January 23
Last day to drop classes for a refund	Monday, January 30
Application for graduating filing deadline (May)	Wednesday, February 1
Classes dropped on or before this date will not appear on transcript	Saturday, February 18
No classes Presidents' Day	Monday, February 20
Spring break begins	Monday, March 13
Classes resume	Monday, March 20
Enrollment for Fall 2023 begins (tentative)	Monday, March 27
Last day to withdraw from a class and receive 'W' grade (Withdrawn classes after this date will receive failing grade.)	Monday, April 10, 4:30 p.m.
Maine Day (tentative)	Wednesday, April 26
Classes end	Friday, April 28
Final exams begin	Monday, May 1
Final exams end	Friday, May 5
Commencement	Graduate: Friday, May 5 UndergrSaturday, May 6
Final grades due	Friday, May 12

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INTRODUCTION

This manual has been prepared to aid you, the Teaching Assistant at the University of Maine, as you undertake the many roles that are part of a graduate student's life. The importance of your contribution to the University community, in general, and to undergraduate instruction, in particular, is invaluable. Whether you elect an academic career or not, your experiences as a Teaching Assistant will be of value to you. If you do pursue an academic career, this teaching experience and the interaction with undergraduates is an opportunity experienced by less than 25% of our graduate students. You are among the fortunate few.

Much of graduate education focuses on training and preparing graduate students to be researchers: research brings funding and recognition; research leads to promotion and tenure. Many students complete graduate school with no teaching experience or with limited experience at best. Yet these same students are future faculty members who, with no knowledge of designing a syllabus, selecting a text, or organizing lecture material, will be interviewing for tenure-track positions. Many will take positions at small liberal arts colleges where the emphasis is on teaching rather than research. Ironically, while a number of graduate students have published papers or have helped to write grants, many are unprepared for the first day of class.

The University of Maine's commitment to quality teaching is manifested in several ways: Academic Affairs has established the Center for Innovation in Teaching and Learning for faculty and graduate students; the University and the Alumni Association each select one faculty member every year for an outstanding teaching award; many departments have extensive teaching assistant training programs; and the Graduate School leads an annual, university-wide New TA Orientation. As a teaching assistant, you play a significant role in ensuring quality education at the university.

We hope this manual will be helpful to you, and that you will refer to it throughout the year. There is a good mix of theoretical and practical information to answer your questions as you face various teaching challenges and situations. While everything about teaching could not possibly be included, you can find specific information on laboratory sections, writing across the curriculum, learning styles, and ethics, as well as information about campus offices, resources, and services available to you and your students. Please complete the included evaluation form at any time of the year and send it to Scott Delcourt in the Graduate School. Your comments are important and will contribute toward future revisions.

We wish you much success in your teaching. Please accept our best wishes for a productive, enjoyable year.

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Taylor Houdlette and Dylan Morin
Orientation Co-Coordinators

August 2022

CHAPTER 1

THE ROLE OF THE TEACHING ASSISTANT

The role of the Teaching Assistant is varied. You are a graduate student, a teacher, a mentor, and an advisor. Being a TA is a challenging and exciting opportunity, and it brings great opportunity by providing first-hand teaching experience. The importance of this experience cannot be stressed enough since many future faculty receive little in the way of formal teacher preparation. TA responsibilities complement the Graduate School experience and foster a close working relationship with faculty advisors and with other faculty in your department. Having an assistantship also helps finance your graduate education. Being a TA and having a number of demands on your time will inevitably help you learn to establish priorities. In short, being a TA is a great responsibility and will help you grow as a person.

A. THE TA AS STUDENT

You are first and foremost a student, and you should not lose sight of this fact. Your graduate school career must remain a priority. This can be more difficult than it sounds as class preparations, meeting with students, grading, and simply leading your classes several times each week all occur with unfailing regularity.

You must learn to budget your time between teaching obligations and your own work. You may have periods during the semester when sleeping, eating, personal relationships, and your own work all seem impossible to fit into one day. There may be scheduling conflicts between your teaching times and the time scheduled for a course you want to take for your graduate program. Proper planning and budgeting of time can alleviate all these problems; for extra help, get to know older TAs in your department and ask them for advice on how to prioritize tasks and time.

Many TAs have a tendency to become overly serious about their teaching and devote too much time to the process. Often, because it is enjoyable, it becomes easier to devote time and energy to teaching than to the demands of a thesis or dissertation.

Establish a "time-log" with deadlines for the week, month, and semester. Being able to keep ahead of deadlines and plan your time both for your own graduate student work as well as your teaching, is the first step toward success and peace of mind. Don't procrastinate and let work pile up; don't get yourself into an either/or situation (do I grade these 40 compositions or finish my own paper for tomorrow?).

B. THE TA AS TEACHER

TAs at the University of Maine have varied duties: some are responsible for entire sections of courses; some lead review sessions; others direct laboratories, grade papers, or assist faculty with coursework. Whatever their specific role, TAs will encounter numerous factors that will affect their teaching situation. These might include various student learning styles, diversity issues, wide ranges in student ages, or varying levels of student maturity and academic ability. In order to teach effectively in an environment where these differences exist, there are five key elements needed by each TA:

1. Good command of the subject. TAs need breadth and depth of their subject areas. An in-depth understanding is a must, as is staying current with the subject area. Take time to review the subject if it's an area you have not studied recently, and review it not only before the semester

begins, but on a weekly basis so that you remain ahead of particularly bright students. Be prepared for and try to anticipate questions so that you will have answers. However, remember that you cannot know everything and be sure to offer to find out the answer to student questions if you do not know them when asked. (Then be sure to bring those answers to the next class.) Good command and understanding of the subject matter allows you to explain it on various levels. (See Chapter 2, Section D - "Learning Styles.")

2. Proper Organization of the Material. You will need to learn exactly how much information and how many activities fill up your allotted class time. In most cases, the syllabus is provided by the faculty member in charge of the course, but you should coordinate your lectures and labs with the faculty member in charge to be sure you are covering the correct material in an organized fashion. For example, it is no help to your students if lab material which is supposed to enhance the lectures is offered a week early or late. You may have to coordinate with other sections of the course as well so that all students in the course are properly prepared by the final exam. Be sure to have readings, assignments and lecture material complement each other, and be prepared to answer questions from other parts of the course.

3. Instructional Skills. These skills include development of methods of delivery for a lecture; creating an open atmosphere and environment for discussion and questions; good explanation and direction for lab experiments; and specific skills such as use of overhead projectors, slides, chalkboards and the use of computers and new technologies. Discuss helpful and established techniques with your faculty advisor and with experienced TAs. (See Chapter 2 for more suggestions.)

4. Enthusiastic Presentation. TAs are important to the University because they often exude more excitement and pleasure in teaching than older, established faculty. In this sense, TAs are an important factor in student retention because they often bring to the classroom new ideas, fresh approaches to the material, excitement and energy about teaching and learning. It is important to establish a professional but approachable rapport with your students. Be relaxed and honest. Encourage class participation and questions, and always be respectful and courteous when responding to student comments. You will probably develop your own comfort level within the context of a formal/informal style of delivery. Some tips to help with organization and delivery: at the beginning of each class, state the objectives for the session; review what will be covered; note the important points as you deliver them; and summarize the class material. Always leave time for questions at the end of the period. (See Chapter 2, Section B – "Active Learning.")

5. Professionalism. Set a professional tone with your students. Be honest, fair, and dependable. Respect students' confidentiality, particularly with respect to grades, and keep good records. Don't complain about your workload, departmental requirements, the textbook, the faculty, etc. You may be more comfortable setting some distance between you and your students by dressing professionally and being careful about how you socialize with them. Acting like your students can undermine your authority in the classroom.

C. The TA as MENTOR or ADVISOR

As a TA, you are an important liaison between faculty and students. TAs may often appear less intimidating and more approachable than faculty because of their closeness in age to students. However, there is a fine line between knowing when to help or "advise" students and when to refer students to their academic faculty advisors. TAs are often caught in the middle because they are students themselves and are thus more in tune with the pressures of coursework, pre-registration, degree requirements, and so forth. For this reason, TAs may appear to be more accessible than faculty advisors.

However, it is best to refer discussions of degree requirements, deadlines, and academic careers to faculty advisors or to refer students to Deans' offices for proper information.

If a student appears to have emotional problems, or deeper problems than usual, be sure to refer him or her to the Counseling Center. You must be able to distinguish between personal problems and problems related to the course.

D. The TA in RELATIONSHIP to FACULTY, STAFF AND STUDENTS

TAs hold an intermediary status between student and faculty. Although employed by the University, TAs are considered students first, rather than "official" University employees, and should work hard not to lose sight of their own academic goals. Try to get to know all faculty in your department since they all have areas of expertise academically and personally which might open up future research opportunities. Get to know the other TAs, especially more experienced ones, and get to know the other departmental employees such as Administrative Assistants. Administrative Assistants know how the University and the department operate and can be very instrumental in helping you with tasks. Be sure to understand the departmental administrative structure and expectations or allowances in the way of word-processing, photocopying, etc., for your course or for your own graduate work.

If you are invited to participate in faculty meetings, you will have more opportunity to learn about the workings of an academic department, faculty committee work and other faculty obligations.

Develop a good relationship with the faculty member in charge of your class. Let him or her know what's particularly good about the course, whether the text works well or not, which part of the material students may be having difficulty with, if the class is running ahead or behind the syllabus, what class grades are, and so forth. Many departments have weekly or regularly scheduled meetings so that the TAs can discuss the progress of their classes. If this is not the case in your department, do not hesitate to schedule such meetings as needed. Be sure to clarify your and the faculty member's roles with respect to classroom responsibilities.

E. The INTERNATIONAL TA

The nearly half-million international students studying in United States high schools, community colleges, universities and graduate schools bring new experiences and cultural diversity to American campuses. At the same time, American culture, both popular and academic, is a learning experience for these students as well. Approximately 450 international students from more than 75 countries are enrolled at the University of Maine. The majority of these students are in graduate programs and many hold graduate assistantships.

The University of Maine supports international students through services offered by the Office of International Programs, the Intensive English Institute and the Graduate School. International students experience increased awareness of the American educational system, American culture, Maine culture, and American communication skills such as speaking (slang), socializing and non-verbal body language.

Differences in the American Educational System

International TAs are often surprised by the informality of American classrooms, both in manner of dress and in the interaction with instructors, many of whom suggest being addressed by their first names. Also, American students do not hesitate to argue a point with a professor or to completely disagree

with something said in class. In fact, American children are encouraged to express their opinions and to ask questions; many have grown up in school systems that gave marks for "class participation." Testing is often much different in the American classroom because of the emphasis on the student's reasoning ability and on the ability to express ideas in essay format rather than through multiple choice tests.

Perhaps the most noticeable difference, however, is that in the United States higher education is available for everyone regardless of socioeconomic status. While the cost of a college education continues to increase, extensive loan and scholarship programs exist to help students finance their higher education degrees.

No national Ministry of Education oversees and regulates public education in the United States. Therefore, American school systems vary widely in how and what they teach, and the preparedness of American students varies enormously as well. While American students are competitive, they do not necessarily experience the "cutthroat" attitude that sometimes prevails in other countries as students vie for a limited number of places in higher education. American students are accustomed to a certain amount of "teamwork" and group assignments. In courses with such assignments, this is not considered cheating.

Suggestions for International TAs

1. Tell your students a little about yourself: your home country, your educational background, why you came to UMaine, and some differences you have encountered in the U.S.

2. If you are concerned about your accent or your pronunciation of certain terms, simply remind the class to ask you to repeat things you have said. Also try to speak slowly.

3. Students learn by asking questions. Don’t feel that your authority is being challenged when students ask follow-up questions in class.

4. Write down words and phrases on the board or overhead as you use them, especially those of a technical nature. (All TAs should do this!) This way students can learn correct spelling as well as understand exactly the terms being used.

5. Be sure to work closely with your faculty course advisor to be sure you understand labs or other class assignments and be sure you understand how equipment works.

6. Remember that The University of Maine is committed to international education and to providing international experiences for our students.

CHAPTER 2

TEACHING STRATEGIES

(Adapted with permission from Nyquist/Jossey-Bass)

Researchers have indicated that students have distinct preferences for the ways in which they receive information (by listening, seeing, manipulating, experiencing) and for the ways in which that information is processed (holistically or analytically, concretely or abstractly). We need to keep in mind, however, that learning is far more complex than mere information processing. Personal growth and development are essential dimensions of students' learning in college.

With this in mind, TAs ought to be sensitive to the ways in which students learn and be willing to teach in ways that enable students to succeed in using their natural preferences. While some students work best with methods which emphasize an independent, abstract, impersonal, written, or technical orientation, other individual learning styles are best characterized by group cooperation, holistic thinking, concrete orientation, valuing personal knowledge, the oral tradition and reliance on imagery and expressiveness.

If lecturing is the primary teaching strategy in your classroom, make frequent pauses to check for student comprehension, allow for questions, and make occasions for students to relate the topic to their own experience.

In larger classroom settings, notice students' seating patterns. It is easy to overlook those seated in the back or at the side, and these are often the students who are most hesitant to participate. Be sure not to overlook these students when establishing eye contact and asking for class participation.

When at all possible, attempt to accommodate different learning styles by working harder to respect other perspectives and by providing options for participation:

* Let students choose from a list of term assignments: a paper, an oral report, a dramatization, a work of art.
* Encourage student exploration and use of interactive media.
* Supplement lectures and printed material with discussion, audiovisual aids, and hands-on experience. (See "Audio-visual Teaching Techniques and Tools," this Chapter.)
* Consider providing opportunities for both individual and cooperative or collaborative group work on in-class presentations.

A. CLASSROOM INTERACTIONS

First Day of Class

As you know, first impressions are very important, and research shows that students (and teachers) form their impressions about a course early in the first class session. Therefore, it's important to get students interested and engaged early on in the first class meeting.

The tone you set and the activities you implement on the first day should be related to the semester goals you have for the class or lab. If the students will need to work in teams throughout the semester, you can get them busy getting to know one another and solving a problem collaboratively. If

processing a previous lecture is going to be a common activity, then you can get them discussing an issue or event right away. If you're concerned about their writing abilities, get a writing sample by using a brief writing activity that asks them to write about their background knowledge of the subject.

Consider as well where this course fits into your students' lives. A large introductory course serves many purposes and could include majors as well as those taking the course for general education requirements. You may have first year students mixed in with sophomores. Everyone is a little nervous on the first day: returning students will wonder who you are and how well they'll do in the class and first year students will be excited about the new experiences they're having. It's natural, as well, for TAs, whether new or experienced, to be nervous too.

Here are some general tips for the preparing for the first day:

1. Check out the room in advance. Know where the lights and any equipment you'll be using are. Decide where you'll stand or sit. Practice writing on the board, and find out whether you'll have to bring your own chalk or markers for white boards.

2. Arrive early and stay late, engaging your students in some informal chatting before class and hanging around to answer questions afterward. Informal does, however, not mean unprofessional. It's important to reinforce their perception of you as an authority figure.

3. Be positive, energetic, and personable. Introduce yourself and tell your students where you're from. Knowing something about your background will help students see you as more than just an instructor, especially in cases when they would tend to see you as somehow different from them.

4. Put essential information on the board for all to see: the class name, the course number, your name, your office location, phone number and email address.

5. Let students know what you expect from them and what they can expect from you in return.

6. If you're dealing with a large group or a group that doesn't know one another, try an ice-breaking exercise early. Bring note cards and have students write their names, their majors, their hometowns, and one other item of information (their favorite novel, a fascinating physics problem, or a scientist they admire). Tell the students to introduce themselves to as many of their classmates as they can in eight (or five, or ten) minutes. You can participate, too. Then collect the cards—that way you'll have taken attendance and you'll have their information at your fingertips.

7. Once students are warmed up, you can give them the rest of the standard first day information: hand out the syllabus and go over anything particularly important. Tell them that they are responsible for knowing what is on the syllabus. Give them a few minutes to look over it for themselves and answer any questions they may have. If you keep this part brief, you can return to it at the end to point out other information or answer new questions.

8. Do something significant. If the course will rely on discussion, introduce a topic and get the students engaged with one another in a discussion. If the course will include lectures by you, give a brief lecture followed by a question and answer session. A brief writing exercise will often help to jump start a discussion or prepare students for a lecture. Try this: for five minutes, have students write down everything they know about the subject you'll be teaching. Students can then share with their neighbor what they've written or they will be ready to hear what you have to say about the topic.

Room Assignments

Room assignments for the class you will be teaching are available several months prior to the beginning of the semester. Check the room before the first class meeting, and consider the following questions:

* Will the room accommodate your class size?
* Are the lights in working order?
* If it is not air conditioned, do the windows open?
* If you will be using AV materials, are the blinds/curtains in working order?

If you have any concerns or questions about your room assignment, check with your department chair or administrative assistant.

Schedule of Classes

The Schedule of Classes is available at gradcatalog.umaine.edu for pre-registration. Schedules are also available in the Graduate School, in the Office of Student Records and in deans' offices.

Class Lists

A temporary class list is available through your department prior to the first day of class. Students whose names do not appear on the list should check with the Office of Student Records for clarification of registration status. Encourage students interested in taking your course to act quickly since classes cannot be added after the official Add-Drop Period has ended. An official class list is available the first Monday following the official Add-Drop Period.

Add/Drop Period

Beginning on the first day of classes each semester, there is a five day period in which an addition of a course, a change of a division of a course, or a change in credit status can be made to a student's schedule. NOTE: While a course may be dropped within 10 days, courses can be added only during the official Add/Drop Period.

At the first meeting of the course, TAs should review the prerequisites for the course they are teaching. If you find students who have not met the prerequisites, you should ask them to confer with their advisors at once in order to drop the course and add another in a timely manner.

Students can secure an add/drop form from their advisor, appropriate department, or their dean's office. Appropriate signatures must appear on the form before it will be accepted at the department where the course is being added. Completed forms are forwarded to the appropriate dean's office.

During the first third of a semester, a student may drop courses without academic penalty. All such dropped courses are deleted from the student's record.

During the second third of a semester, a student may withdraw from a course if the student's advisor and dean approve. Courses dropped will show on the student's academic record, with a grade "W." The grade will not be computed into the semester average.

During the final third of a semester, any courses dropped will normally carry a grade of "E" unless extenuating circumstances prevail. This grade will show on the permanent record and will be computed into the semester average.

Student Issues

You will no doubt have many types of students in your class. You will have very bright students who are eager to learn, those who are in class because it's a requirement, those who are bored, and those who may give you a hard time, knowingly or not.

* The student who talks too much: Try to call on all your students so that one person does not dominate the discussion, or have them raise their hands. Emphasize that your students should respect their classmates' opinions and should not interrupt each other.

* The student who is sarcastic or disruptive: If a student deliberately bothers you or disrupts the class, you may try to ignore the student's behavior or treat the comments as if they were made seriously. Sometimes humor helps the situation. Some students will simply not like you for no apparent reason (or perhaps merely because of a personality conflict), and your professionalism may be taxed. Try to remain in control, but if inappropriate behavior continues, let the faculty member know. Your other students deserve a well-run classroom.

* The student who has personal problems: You may discover through a student's writing or by the student's appearance or behavior in class, that there is a problem. If you feel comfortable doing so, ask the student to stay after class or to meet you during an office hour to discuss the situation. Sometimes just having someone who will listen and care is enough to help a student and make a difference. Do not, however, become the student's counselor. Refer the student to the Counseling Center. You can be an advocate for the student and assure him or her that the Counseling Center is the best place for help and that such help will remain confidential. Do be aware that some students may take advantage of your sympathetic ear.

* The student with academic problems: After the first exam, or perhaps after a few assignments have been handed in, you will become aware of students who are having difficulty academically. Write a note on a returned paper or speak to the student after class in order to ask the student to see you during office hours. Try to find out what the problem is and offer help by suggesting tutoring services, study plans, or some time management strategies. If the student is having real problems, encourage the student to see his or her academic advisor or Associate Dean.

* Diversity issues: Students at the University come from many backgrounds and from many cultures. Be aware of these cultural differences that may affect a student's way of learning. Feel free to refer students to the Center for Multi-Cultural Services or to the Office of International Programs.

B. ACTIVE LEARNING: DISCUSSION, QUESTIONING, AND LECTURING

Active learning involves the acquiring and interpreting (or transforming) of information (Schomberg 1988). When students are learning actively, studies have shown that learning ability and retention are increased, and students are better able to successfully apply what they have learned to other settings.

As suggested by Weimer (1993), active learning strategies can encompass a wide range of approaches: from traditional questioning to discussion, in- and out-of-class group work, and collaborative learning approaches. Depending on your subject matter and the structure of your class, lab or review session, you may be in a position to use one or all of these strategies. In any case, knowing about them will help you think about the learning process in a more comprehensive fashion. In this section we will look at lecture, discussion, and questioning strategies which can enhance and stimulate student thought.

Discussion

Discussion is an important component in student learning. A well-planned discussion actively engages the entire class and presents students with an opportunity to synthesize, integrate and organize the ideas and concepts they encounter in their readings, lectures, labs and other forms of study.

Make sure that students have access to the information necessary for the discussion. Knowing your course objectives and what you wish them to gain from the discussion will ensure you select or refer students to pertinent information.

Prepare a system of questioning that meets the class objective and challenges your students' abilities (see Questioning section below). In your role as discussion leader, try to be nonjudgmental and positive in your own responses. Don't lecture!

It is your responsibility to keep the discussion on a productive and stimulating track. While insight can be gained by straying into the unknown, don't allow an individual or a group of students to sidetrack the discussion for their own purposes. If the point is irrelevant, combative, or too in depth for the time you have available, ask the student(s) to stay after class or to come see you during office hours. While conflict and a difference of opinion can be stimulating and a great catalyst for productive discussion, when disagreement moves into the unproductive realm, the following two stock responses can be very useful in dealing effectively with the situation: "This is the evidence..." and "You may be right."

Questioning

Posing thought-provoking questions during a lecture, in a discussion, in a lab review or in any other learning situation can prompt students to make connections between new information and what they already know. Effective questioning can also help students develop an understanding of the interrelatedness between academic life and the world at large.

> Do questions stimulate student thought and interest? Yes—provided you give them time to think, do not intimidate them, handle wrong answers constructively, and get them responding to one another. For the new teacher this means time devoted to planning questions, to thinking about how students might answer and how responses might be fielded. It also means monitoring questioning strategies in class, becoming aware of when one breaks for questions and what kind of questions best fit the content. (Weimer 55)

(The following has been adapted with permission from Hansen/Jossey-Bass)

Questions should be prepared in advance of your class meeting and adapted according to your course objectives, course content and the variety of your students' abilities. Having an understanding of the desired thinking for your particular class will help you choose the best system or combination of questioning techniques.

* Selecting the questioning system: A successful method of questioning which typically elicits high quality responses from students is called "probing" (Borg 1970). Use probing questions if you wish to:

1. Seek further clarification (What do you mean? or restate a key word from the student's response)

2. Increase student's critical awareness (Why do you think that is so?)

3. Refocus the student's response (How does this relate to....?)

4. Prompt and give clues (Let me get you started....)

*Composing questions: The ability to phrase questions properly is an important factor in effective questioning. Clearly phrased questions:

1. Contain words that are easily understood. The following words will help indicate the purpose and type of response you are seeking: classify, define, illustrate, explain, interpret, summarize, compare, discuss, justify, review.

2. Are stated simply, without excess words or unneeded explanations.

3. Focus students on the content.

(Dantonio and Paradise, 1988)

* Suggestions on Using Questions: Let your students know early in the semester that your questions and their responses (in- or out-of-class) are an integral part of the classroom experience. If you want this critical process to be taken seriously, pose your questions but actively expect and allow for student response.

1. Ask one question at a time. Give your students time to reflect upon the questions posed. Remember that rephrasing a question without allowing for ample waittime and student response sets the student and the entire class up for confusion. (Rowe 1974) Make sure your questions are clear at the onset.

2. Pose your questions to the class as a whole and then call on the individual whom you wish to answer the question. Ask that the student direct her/his response to the class.

3. Personalize the encounter. Always call on students using their names.

4. Don't single out one student over another. Work against the norm. Research reveals most questioning in classrooms is not as equitable as it could be. Be aware that "high achievers," males, and students sitting in the front rows of a classroom get called on more frequently than females, back-row sitters and those students perceived as "low achievers" (Brophy and Good 1986).

* Responding to Silence: Don't be intimidated by silence. Remember that many students have been brought up in passive learning environments and that active learning is an acquired skill. Give them time and encouragement; they'll get the hang of it. Also, it may help to consider moments of silence as fertile thinking space. For those students who haven't done their preparation, it can be a humbling, motivating situation. Don't answer your own questions (at least not immediately). If you get no response, you can always ask students to think about the question overnight and discuss it in the next class meeting.

* Dealing meaningfully with all student responses: Even if students are not silent, it can sometimes be difficult to respond to student answers, especially incorrect ones. Some helpful tips are:

1. Focus on the answer, not the student.

2. Help students recognize that mistakes are a natural part of the learning process. If students had all the answers, they wouldn't be in your class.

3. Don't be rude or harsh with students who do not know the answer or appear unprepared.

* Recognizing the Role of Body Language: Much of the communication between you and your students can occur without words; therefore, you should be aware of your own verbal and non-verbal body language. Ask yourself if your tone suggests real interest in what your students are thinking and be sure to you give students your undivided attention when they are speaking.

* Getting Students to Respond to One Another: The best classroom dynamic not only engages the students in discussion between the instructor and the students but also among the students themselves. In order to achieve this meaningful engagement, you should:

1. Set the example. Listen carefully and respond respectfully and reflectively to your students.

2. Ask how others feel about the student's response, requiring that they too respond to the answer and not to the student.

3. Acknowledge innovative ideas and conceptualizations when they occur. Let students know that they too are creators of knowledge.

4. Credit students from previous courses who have shared valuable and thought-provoking questions or responses.

5. Write student responses on the board.

Lecturing

While some educators view the lecture as a passive teaching and learning environment, both from a philosophical and practical perspective, others more appropriately view the lecture as a teaching resource that provides students with a vital model for cognitive activity. As suggested by McKeachie, productive lecturing, like the best research, involves to some degree analysis, formulation of problems, developing a reasonable hypothesis, providing evidence, and evaluating alternative solutions. As you engage in these activities, you help students learn the varied methods, procedures and conventions of your particular discipline.

In order to enhance your own lecture style, you can attend lectures and talks by experienced TAs or professors whose style you admire. Pay attention to their delivery methods and to students' responses. Emulate what you find works the best, tailoring this to your own style, personality and daily class objective.

Also, consider practicing ahead of time by yourself or with a friend or a mentor. Getting feedback from others can help avoid many potentially unproductive behaviors. Deliver your lecture with confidence and enthusiasm. Remember, nervousness is a natural part of public speaking, but with practice, the tasks gets easier.

Keys to Delivering the Lecture:

- Make sure the room is well lit.

- Keep your presentation lively and engaging. Vary your physical movements but avoid distracting or annoying mannerisms.

- Do not read your notes verbatim.

- Make eye contact with your students.

- Speak precisely and loudly so that everyone can hear you.

- Do not move too rapidly through your material. Allowing for pauses and “wait time” can help students actively process the information you are presenting.

- Be aware of your students' responses, facial expressions, non-verbal behavior and their oral comments during your lecture. These can be cues to necessary adjustments in your lecture delivery, or may reveal student confusion with the material presented. If students appear confused, ask if clarification is needed. Using a general query such as “It appears that some of you aren't following me. Where did I lose you?” is more useful than personalizing the situation.

- Consider writing lecture outlines and/or important key terms on the board. If you give students a handout with the above, do not give them too much detailed information.

- Utilize transitions to help students know when you are finishing one topic and moving to another. Consider making periodic summaries within the lecture.

- Try to relate the content of your lecture to students’ interests, varied backgrounds, values and beliefs. Don't forget to share your own enthusiasm for the subject material.

- Audiovisual and interactive media not only adds variety to the lecture, but can help stimulate student thought processes. (See Teaching section, A-V materials.)

- Have students respond to a problem, a case study, a question, or an issue which is appropriate to your class objectives via:
- Written responses
- Working in paired or small groups

- Ask for questions particular to the material you are presenting. Refrain from using the ambiguous “Any questions?”

In summary, if your lectures are thought-provoking, pose interesting questions, point toward multifaceted relationships among concepts and a student's daily experience, and utilize teaching strategies which actively engage your students during the lecture, chances are the content of your lectures will be understood and remembered by the students attending your class.

C. TEACHING LABORATORY COURSES

Dr. Brian Green, Professor of Chemistry

The role of the teaching assistant in laboratory courses can be divided into two major parts: the pre-laboratory lecture and supervision in the laboratory.

The Pre-Laboratory Lecture

In the pre-laboratory lecture, usually limited to one hour or less, the TA will either be delivering a talk written by the laboratory coordinator or making a presentation prepared from notes provided by the

coordinator. In both cases there is normally a one-hour session every week when the coordinator discusses the details of the lecture and the experiment with the TAs. This session presents a great opportunity for the TA to obtain clarification on any gray areas. It is essential to know the lecture material in depth: this will require several hours of preparation to ensure that you can deal confidently with all student questions. At this point, if you still are unsure of anything, see the coordinator.

Whether you are presenting a coordinator-written or self prepared lecture, it is extremely important to know the material so well that you can present it from a brief outline in your own words and in your own style. Do not read the lecture even if it has been coordinator-written.

Aim for spontaneity of expression. Nothing puts students to sleep faster than a "canned" talk presented in a monotone in someone else's words.

When using the chalkboard do not write haphazardly but plan to start at one side and work systematically toward the other. Write boldly and speak loudly, especially when it is necessary to explain things while facing the board. At the same time, try to face your audience as much as possible.

Overheads can be useful for illustration of equipment, reviewing information from a previous session, and summarizing, but they should not take the place of the chalkboard. Use overheads sparingly and be sure to write boldly, using color frequently but appropriately, and limit the amount of information on any one transparency. For some topics, such as spectroscopy, overheads are essential and will usually be provided by the coordinator.

Supervision in Laboratory

Before the first laboratory you should acquaint yourself thoroughly with all safety features such as the location and operation of showers, eye-wash stations and fire extinguishers. Your coordinator will inform you of safety procedures. Be sure that you really know them so that you are ready to act immediately in case of emergency.

During the laboratory period you should plan to move around frequently so that you can keep an eye on the progress of each student. Do not sit on a chair and wait for students to come to you. Go to them! The early part of the session when the students are setting up their equipment is especially critical. You must patrol vigilantly during this period to make sure that everything is set up correctly before the experiment is started.

It is good practice to talk briefly to every student at least once during the laboratory period to see if there are questions and to get to know him/her. Try to choose "quiet" times when he/she is not in the middle of an operation. It can do more harm than good to break a student's concentration at a critical time.

For safety reasons it is unwise to leave the laboratory for more than brief time periods. Occasionally it will be necessary to fetch something from the stockroom or to check an instrument room or balance room. If this should be the case, it is good practice to announce your departure and location so that you can be found quickly in case of emergency.

Insist on clean work habits, and be rigorous and consistent in this. Announce in the first pre-lab that students will be penalized for leaving out equipment and for failing to maintain a clean bench or working area.

Laboratory time limits will normally be set by the coordinator and must be observed. There are always students who will work slowly or work overtime if allowed to do so. Occasionally an experiment will take longer than planned; in such cases, the time extension should be announced well before the

planned termination so that all students will have the opportunity to participate.

At the end of each laboratory period after the last student has left, make a careful inspection and make sure that everything is turned off and secure before you lock up.

D. LEARNING STYLES

Dr. Phyllis Brazee, Associate Professor (Emerita),
College of Education and Human Development

One of the most important aspects of teaching is to take time to reflect on one's own learning style. Teachers tend to teach not only as they have been taught, but also as they themselves learn. If they do not examine these styles, there is danger that they will establish classrooms that will exclude some learners from doing their best work. It is true that at first, the job of acknowledging individual learning differences and creating a classroom that honors these differences is overwhelming, but the rewards in observing true learner engagement and achievement are well worth the effort.

Many people teach the way they have been taught. Often, this centers on a lecture format for class sessions with a multiple-choice test for assessment. However, research in psychology and education indicates that a number of students do not respond well to these structures, while some do. Why? The answer is that each of us has a unique collection of factors that make up our own learning style. We also bring these styles into the classroom as teachers. Here are a few ways to begin to examine the issue of learning styles, and their potential impact on teaching.

Personality Differences

Years ago, a mother-daughter team (Myers and Briggs), working with information from Carl Jung on archetypes, devised a framework for looking at personalities. In their work with many thousands of people, they discovered 16 personality categories. Each category carries specific implications for teaching and learning. These categories are based on the following pairs of characteristics, as further described in the work of Kiersey and Bates: Introversion – Extroversion / Intuitive – Sensing / Thinking – Feeling / Judging – Perceiving.

Introversion - Extroversion

The most immediate implication for teaching with this pair of characteristics is that people who are introverted, by Kiersey and Bates's definitions, need to process information internally, often in a quiet place and in their heads. Those who are extroverted need to talk through new knowledge with other people. Often, a class discussion can be dominated by extroverts who, when a question is asked, immediately respond, and then often talk their way into what it is they are thinking. Too often, introverts never raise their hands to contribute to a class discussion. In a lecture format, extroverts will often find themselves losing interest because they are not free to talk over new or conflicting ideas with others, as those ideas occur to them. To accommodate for both personality types, a teacher needs to provide a number of ways to help students think through new material being presented. Immediate class discussions will be important but so will time to reflect at home for questions needing clarification. If the teacher uses the lecture mode, there must be time built into the class format for students to talk with each other and to write quietly about what they are learning, thus accommodating the needs of both introverts and extroverts.

Sensing - Intuition

Some students want and/or need to see the big picture. They rely to a great extent on their

intuition about knowledge in order to make connections with what they already know and what they are learning, and prefer innovations (both in assignments and in assessment procedures, for example). Other students want and/or need to deal with concrete, data, specifics, and with information they receive through their five senses, with what is practical and actual. These style differences result, for example, in very different responses to essay questions; an intuitive type may spend a great deal of time on global implications of an issue and on future possibilities, while the sensing types concentrate on actual facts and details of the issue. If the professor has only one template for "correct" responses, then one type of response may be unfairly judged against the other and marked down in the process. Often people who rely a great deal on intuition, when pressed in discussions, appear not to be able to produce facts to support their position, yet their ideas may be unique and valuable to the class. A challenge to teachers is to help each type learn to contribute to the overall learning of the class.

Thinking - Feeling

Cognitive psychologists are just beginning to realize that memory is enhanced by acknowledging the feelings associated with learning. Some students will need to express their personal reactions to new knowledge. They will also need to be encouraged to make connections between what they are learning and what they already know. Teachers need to direct students to think about what they are currently learning and how it relates to other aspects of their life, and other knowledge they have gained elsewhere. Teachers also need to help students think about how new knowledge might be conflicting with what they have previously learned. If students are expected to simply memorize information without examining it in relation to what they already know, some will hold onto old knowledge, even if it contains misconceptions.

Judging - Perceiving

The differences between these two characteristics show up often in small group work. People with a tendency to judge put a high value on coming to closure with the work that is to be done, while those who tend to perceive keep the discussion going in case more information would shed a new and/or different light on the work. Judgers enjoy making decisions and will seek structure and schedules. They work well when there is a plan to be followed. Perceivers enjoy exploring alternatives and embracing spontaneity, adaptability, and flexibility. They find it hard to be limited to unchanging structures. They often question answers whereas judgers tend to answer questions.

E. MULTIMEDIA TEACHING: TECHNIQUES & TOOLS

Depending on the content of your course, multimedia, when chosen carefully and creatively, can enhance your teaching technique, helping to clarify and expand course content and objectives. Supplementary multimedia tools can serve as a refreshing way to communicate visual and audio information and facilitate student learning through diversified learning approaches.

Similarly, if student presentations are part of your course, sharing information with your students on the availability of audio-visual equipment and training in the use of such media (see **Media Services, ASAP or IT in Appendix II**) can enhance the classroom environment and create challenging new learning experiences for your students.

Check with your department for film, video and slide holdings particular to your discipline. You may also check the **Fogler Library Media Resource Center** (581.1683) for video and audio listings which might be useful in your course. If you are interested in supplementing specific class presentations with complementary art slides, contact the **Art Department Visual Resources Librarian** (581.3258). Slides are available on a very limited time basis to TAs and faculty. For development of interactive and

new technology based presentations and training, contact **ASAP** (581.4359) or The Center for Innovation in Teaching and Learning (581.3333).

* Call Media Services to find out if the equipment you will be using can be delivered.

Seeing is Understanding: Using the Blackboard

(Adapted with permission from Syracuse University)

The reason you should be concerned with blackboard presentation is that at any moment:

* half your students aren't listening
* half your students aren't understanding—they're just taking notes
* the two halves might be overlapping

You want the blackboard to tell what went on **in your lecture** well enough so that the daydreamers won't be lost when they tune in again, and so that those who are confused can use their notes to figure things out later.

1. Use the board space in an **orderly** fashion. Don't skip all over the place.
2. Consider starting your notes **at the extreme left panel**, working down, continuing with the next panel to the right, and so on and so forth.
3. Keep your writing **legible**, the right size (easily read but not taking up too much space) and written level.
4. **Write it and leave it**. Write down enough (including the statement of the problem or theme of the class lecture for the sake of those who arrive late or didn't bring their books or notes to class) so things can be figured out later; standard abbreviations will help save space. Put important things in boxes to emphasize them visually, or use colored chalk. Before class, be sure you have an adequate supply of chalk or markers. Check with your department for these supplies.
5. Occasionally check out your own boardwork; consider stepping to the back of the class and getting **a student's perspective**. Ask students if they can read or make sense out of what you have just written.

For visuals you can make during class by using the blackboard or overhead projector:

1. Check ahead of time to make sure that the overhead projector is working and that the electric sockets in the classroom also work.
2. Practice sketching them and revising for the best layout ahead of time. Get other TAs' opinions on their clarity and effectiveness.
3. Draw your visuals large. Most beginners tend to start with visuals that are too small.

For more complicated visuals, copy and combine material from a variety of sources onto transparencies or slides. Contact **ASAP**, **CIT** and/or **Media Services** for information on the preparation and use of interactive media.

F. GRADING AND EXAMINATIONS

(The following adapted with permission from Eble/Jossey-Bass)

"Both students and teachers should share the recognition that grades play a part in the student's learning, and grades aside, that knowing how one is doing is a necessary part of learning."

Students want to know what the teacher's expectations are, want to feel that they are being evaluated fairly with respect to these expectations, and, finally, want a final grade to give an accurate and unbiased reflection of how well they have met the teacher's expectations and the course objectives. These are reasonable demands and TAs should make every effort to address students' concerns about grades.

Without fail, the question will arise in your first class, "How do you grade?" This question should be addressed on your syllabus. TAs and faculty include in their syllabus a statement of what will count, how much each element weighs in the final grade, and how this information will be processed. Whatever method your department has chosen to use, be it standard grading, contract or some other evaluative system, let your students know from the very first class what your expectations are. Other reasonable questions students might raise:

* If you grade on a curve, what provides the curve?

* Does individual effort and progress figure into the grading?

* Oral participation, attendance?

* Can one do extra work to raise a grade, i.e., redo assignments, retake examinations?

* Are the deadlines rigid, or will late assignments be accepted?

Be sure that you understand your department's grading practices, and whether or not you have flexibility in methods of assigning grades.

The University of Maine's Grading System

Below are the letter grades and their grade point equivalents. Check with your supervisor or faculty member for elaboration of grading policy in your department.

A	=	4.00	I	=	Incomplete, 0.0 grade point
A-	=	3.67	WE	=	Withdrew Failing, 0.0 grade point
B+	=	3.33	L	=	Stopped attending, 0.0 grade point
B	=	3.00	P/F	=	Pass/Fail, not counted in GPA
B-	=	2.67			
C+	=	2.33			
C	=	2.00			
C-	=	1.67			
D+	=	1.33			
D	=	1.00			
D-	=	0.67			
F	=	0.00 Failed			

The following symbols are also used for grade reports and transcripts:

DG	=	Deferred Grade (for multiple semester courses)
F	=	Failed (for pass-fail course, not included in grade-point average)
AU	=	Audited
I	=	Incomplete
L	=	Stopped attending (computed as an "F")
MG	=	Missing grade (no grade submitted by instructor)
P	=	Passed (for pass-fail course, not included in grade-point average)
R	=	Final grade deferred (graduate thesis only)
T	=	Final grade deferred (undergraduate thesis only)
W	=	Withdrew passing (formerly “WP”)
WF	=	Withdrew failing

The following grade definitions should prove useful:

The “A” grade indicates superior work. It is a definite encouragement to the advanced student that he or she is potentially a very good prospect for graduate work so far as ability to master material, but not necessarily to pursue research, is concerned. An “A” is given to students who excel in many ways in meeting the course objectives.

The “B” grade indicates that the student has excelled in meeting the course objectives in some way, such as exhibiting superior insight into and mastery of the material or taking the initiative in going beyond what the instructor suggests for satisfactory work. “B” work constitutes an achievement beyond the average and means the student's work is particularly commendable and praiseworthy.

The “C” grade is satisfactory for any student in any course. It implies the student has been successful in meeting the course objectives. It also implies approval by the University with the student's progress toward graduation and represents a satisfactory level of work for both non-major and major students.

The “D” grade represents poor work. It should warn the student that he or she will be unlikely to achieve success in the next course of a sequence unless greater effort is forthcoming. A “D” indicates that the course objectives have been poorly met as a result of lack of work or insufficient ability. The “D” grade warns the student that unsatisfactory progress is being made toward a college degree.

The “F” grade indicates failure to meet the basic course objectives.

The “I” grade indicates that a decision on the final course grade has been postponed because work ordinarily expected to be completed by the end of the semester has not been finished as a result of circumstances beyond the control of the student. TAs should discuss such a grading option with the faculty member in charge of the course. An Incomplete Grade Authorization form, available in the Student Records Office, 5781 Wingate Hall (581.1288), must be filed.

Final Examinations

Final examinations are held according to a published schedule and **cannot** be taken or administered before the scheduled time. If a prelim is substituted for a final examination, it should be given during final examinations week. Students who are scheduled for more than three final examinations in one day may have an examination rescheduled through the Office of Student Records, 5781 Wingate Hall. A final examination **should not** be scheduled during the last week of class.

TAs are requested to announce the time and place of each final examination to their respective classes at or near the last recitation period.

GPA and Grades through MaineStreet Student Center

Students may retrieve their grades, semester averages and accumulative totals using MaineStreet (previously known as PeopleSoft). They will need to know their login IDs and passwords. If this information is unknown, tell the student to contact IT at 581.2506.

Students may also keep track of their grades, academic history and personal records on MaineStreet. Students can log onto the system at mainestreet.maine.edu or through the UMaine Portal at https://myums.maine.edu. Click on the MaineStreet icon.

G. OFFICE HOURS

Office hours help you get to know your students through extra discussion, one-on-one help and attention. Establish your hours early in the semester (or the first day of classes), and STICK TO THEM. Find out what the office hour requirement is in your department.

Encourage students to see you during office hours for problems, questions, clarification of material, etc. Be friendly and assure your students that they are not bothering you. Really listen to them as they speak to you. First-year students in particular may be hesitant to use office hours, and may be the very students who need individualized attention.

Consider varying the hours on different days so that some may be in the afternoon and some in the morning.

Set limits firmly if some overly dependent students begin taking up all the time. Avoid personal counseling, and if this need becomes apparent, refer the student to the Counseling Center.

Schedule time to see every student and students in small group at least once during the semester. You may also have to remind students several times during the semester to use your office hours.

H. UNIVERSITY LIBRARIES

The Raymond H. Fogler Library, Maine's largest research library, contains more than 1,148,900 volumes, 16,988 current serials, subscriptions and continuations, 1.65 million microforms, and access to more than 51,000 online serials and 200 online databases. Fogler Library is the regional depository for federal government publications and houses approximately 2.34 million U.S. Federal, Maine State and Canadian federal and provincial documents. It is Maine's only U.S. Patent and Trademark Depository Library. It is also the Science, Technology and Business Research Library for the State of Maine and serves as the resource for meeting the science, technology and business information needs of the citizens of the state. The library website is library.umaine.edu.

The Darling Marine Center Library, located in Walpole, Maine, is part of Fogler's Science and Engineering Center and has a collection of more than 14,800 volumes focused on marine studies.

Through URSUS, the online union catalog of the University of Maine System libraries and other participating libraries—the Maine State Library, the Maine State Law and Legislative Reference Library, and the Bangor Public Library—faculty and students have access to more than two million volumes.

URSUS indexes the majority of the print and non-print materials for the libraries, including books, serials, microforms, sound recordings, maps, government documents and other audiovisual formats. In addition to a bibliographic description of each item, URSUS provides location and status information. Fogler Library also participates in the MaineCat catalog. MaineCat is the statewide catalog that includes URSUS along with most of the other library collections in the state.

Fogler Library provides access to electronic resources available to the university community. The electronic resources include indexes, databases, electronic reserves, electronic journals, electronic books, websites, and other material selected or created by librarians. The library also provides for online reference service through Ask-a-Librarian at library.umaine.edu/refchat.htm and also allows patrons to view their own record and renew their books through URSUS at ursus.maine.edu/patroninfo.

Library Reserve

Library Reserve, located on the first floor of Fogler Library at the Main Circulation Desk, provides access to hard copy and/or electronic materials requested by TAs and faculty for course-related assigned or supplementary reading materials. E-reserves provide 24/7 access to course material and your home pages via the URSUS catalog. E-reserves proprietary software protects intellectual property and copyrighted materials; access to e-reserves is through URSUS with a required password. Instructors should complete a Reserve Processing form available at library.umaine.edu/reserves or at the reserve desk four to six weeks prior to the term beginning in order to assure that materials will be available on time. Giving the library enough lead time to process your requests for reserve placement is in the best interest of your students.

Materials available through Reserves are listed by class and professor on URSUS.

Regular Library Hours

Monday–Thursday	7:30 a.m.	–	midnight
Friday	7:30 a.m.	–	10:00 p.m.
Saturday	10:00 a.m.	–	6:00 p.m.
Sunday	10:00 a.m.	–	midnight

Hours of Library departments and areas vary, and building hours change during holidays, finals weeks, and the summer. Call 581.1661 to check current hours or visit https://library.umaine.edu/hours/.

Library Instruction Assistance and Faculty Services

Class instruction in library use, for assignment or content specific material, may be arranged by calling the Reference Desk. Please call several weeks in advance. For information on faculty services at the library please go to: libguides.library.umaine.edu/friendly.php?s=facultyservices.

Subject Specialists by subject area can be found at
https://library.umaine.edu/contacts/subject-specialists/.

Library Services

Information about materials and services can be found at the Fogler Library website, library.umaine.edu. Please use the website to access URSUS, the online indexes and databases, electronic resources, and other collections. The website also gives detailed information on the library departments, collections, services, and contacts. The general telephone number for the library is 207.581.1661. Please call 581.1664 for library hours.

Library Resources

Information literacy: what is it? The world and the workplace students are now faced with is changing in ways hardly imagined a decade ago. Not only are technologies and social and natural environments changing rapidly, but as new information and environments are being created, other information simultaneously becomes obsolete. To keep pace with this changing environment, students will need not only to "demonstrate an advanced ability to think critically, communicate effectively and solve problems" (U.S. Department of Education) but must also know how to access these rapidly changing and varied sources of information.

As information processes change, so, too, do libraries and the services they offer. Once thought of exclusively as housing information, the research library today also functions as a gateway to other information systems. It is imperative that TAs, many of whom will be the professoriate of tomorrow, and the students they currently instruct, understand the structure of information systems, and at the same time learn how to access that information. This is one of the most difficult tasks facing TAs and faculty today.

TAs must remind students that asking questions is an integral part of intellectual growth, and knowing how to find the information needed for problem solving and research is a primary tool for the individual's personal and academic success. Many students, from first year to returning non-traditionals, are initially intimidated by the process of accessing information; this is understandable, because libraries are complicated and becoming more so every day.

Several ways to help students in the acquisition of information and research skills:

- Familiarize yourself with the library holdings, services, special collections and databases that are available to you and your students (Note: the latter can change from semester to semester).

Library tours for graduate assistants can be set up by calling 581.1673.

- **Don't** assume all your students are familiar with the workings of a large research library. Ascertain what library and research skills your students possess during one of your first classes.

- **Online guides**, specific to the subject areas you are teaching, are available through the Library's webpage; try the subject portals for links to these (library.umaine.edu).

- Remind your students that reference and science librarians are there to help answer their questions and find the information they are seeking. Further, research takes time and learning research skills takes practice. Efficient library users aren't created overnight or even in one semester; the process is a cumulative teaching experience (collaborative as well as self-generated) and **must** be hands on. Consequently, the library staff **does not recommend** general group (class) library tours but rather suggests tours be assignment-specific or content-specific. Use classroom assignments and research topics to facilitate students' library use and research skills. TAs and faculty should contact library staff before assigning library exercises, in order to avoid undue pressure on specific library material. Library staff will also be better able to assist students when they have some advance knowledge of such assignments.

    * It should be noted that while many disciplines can successfully utilize this service, others, such as first- and second-year math and science courses, have less need for library assignments.

    * **Term Paper Counseling** provides students with the opportunity to get help planning a library research strategy. These one-on-one appointments usually take half an hour and should be considered invaluable as an introduction to university research skills. Students can pick up Term Paper Counseling Request forms at the information Desk or call 581.1673.

    * For a general building and holdings orientation, a written **"Self Guided Tour"** is available for your students from the library Information Desk. Written guides to URSUS and the Internet are also available at this location.

Research Assistance:

- The Reference Department is the contact point for general reference assistance. The department provides research assistance through chat, email, phone, and walk-up service; you can also schedule individual appointments with subject librarians. Upon request, the librarians conduct tailored class instruction in the social sciences, humanities, business, and education. In addition, the department is the service point for federal and Canadian documents.

- The Science and Engineering Center serves the scientific reference, instruction, and research needs of the university community and public. The center houses Maine's only Patent and Trademark Depository Library.

- The Special Collections Department contains an extensive collection of published bibliographical, historical, and descriptive works on Maine, as well as literary titles by its authors. These books, pamphlets, and state documents provide extensive important insights into Maine cities, towns, counties, people, and institutions. A substantial body of original source materials complements them. The department also houses rare books and university publications and records. Since 1998 it has been the home of the William S. Cohen Archives.

For a general building and holdings orientation an online **"floor plan"** is available for your students at library.umaine.edu/about/flooralphabet.htm.

Highlights of Fogler are located at library.umaine.edu/highlights.

CHAPTER 3

INTRODUCING STUDENTS TO WRITING IN YOUR DISCIPLINE

Dr. Ryan J. Dippre, Assistant Professor of English
Director of Composition

The University of Maine places great emphasis on student writing. Writing is an essential component of learning, particularly in the context of higher education. When they enter the University, students find themselves in a discourse community, "a group of people, members of a community, who share a common interest and who use the same language, or discourse, as they talk and write about that interest," that highly privileges the written word ("Discourse Community" 238). For them, as for you, writing will be a multi-faceted tool in critical thinking, as well as a form of knowledge creation and transmission. No matter the discipline or future career goals of your students, they will frequently be called upon to take up writing for a variety purposes. Part of your role as teaching assistants will be to introduce students to the forms of talk, text, and activity that make up your disciplines. The information and suggestions presented below are meant to guide you in this work.

The Complexity of Writing and the Vulnerability of Student Writing

Writing, as Deborah Brandt highlights in *Literacy as Involvement: Acts of Writers, Readers, and Texts*, seems to be a paradox. On the one hand, writing is a method to bring people closer together. It is a social performance, a way to communicate with people in other times and places. It overcomes barriers of distance and other inconveniences to make interaction possible. On the other hand, writing is also a method of distancing ourselves from others. We write, and read, in what is often at least partial isolation. We send text messages in lieu of making phone calls for many reasons—some of which may be a desire to avoid direct engagement with the recipient of those messages.

This seeming paradox appears because of the flexibility that writing offers us for the communicative action that we choose to take. We can leave notes, send emails, write letters, tweet, or make blog posts in order to convey a message to someone. But our selections of medium and content do not occur in a vacuum: they involve our past interactions with our audience, the goals of our communication, the experiences with writing that we have to draw on, the affective state we bring to the performance of literate action, the social orders that we are working within, and many other dimensions of human activity. We deal with the incredible complexity every time we put pen to paper or fingers to keyboard. The act of writing is never isolated—it is always connected to the complex social worlds that writers find themselves operating in.

The reality of this complexity is an important element to keep in mind when we consider the writing that our students do. Undergraduate students entering a major are not simply learning new information. They are being inducted into a longstanding system of thought, action, and communication—and they are drawing on their limited experiences to attempt to make sense of that system in a timely manner (that is, before the major assignments and tests come around). Their struggles to accept that system—and perhaps their determination to reject it—will be made bare in the performance of their writing. Nowhere else are students made so vulnerable as in writing. In taking a multiple-choice test, students can hide with educated guesses. In giving speeches, students can bury their uncertainty through manners of presentation and the limits of question-and-answer sessions that follow. But in writing, students make their command of both the material and the writing conventions of the discipline evident, whether they like it or not. In working with our students' writing, we are dealing with their best

efforts while they are at their most vulnerable. The interaction with students about their writing is an opportunity, one that can either propel students to new academic heights or short-circuit the learning of young students stumbling about the fringes of a discipline. The field of Writing Studies, also known as Rhetoric and Composition, has explored the nuance and complications of working with student writing for over a half century. The maxims and suggestions below emerge from the stubborn facts that have emerged, time and again, from the close study of how, why, and through what means students engage in the act of writing. They have been further shaped by the local work of Writing Studies scholars, such as Pat Burnes, Harvey Kail, Dylan Dryer, and Charlsye Diaz as they have applied the findings of writing research at the University of Maine over the years.

MAXIM 1 * Effort in writing is difficult to quantify.

It is easy for us, as instructors tasked with guiding and assessing student writing, to make assumptions about what was going on during the writing of a student text. We may see significant structural problems, or gaps in chains of logic, and consider this to be the result of lazy writing or thinking. In reality, however, we have no idea what our students went through to construct this piece of writing for us. The writing that is in front of us may, indeed, be the result of a writer that did not put much time into the text. But perhaps not. Or perhaps the student had good reasons for not putting much time into that text. We cannot know, either way. Instead of allowing the assumptions we bring to the text to distract us, we must keep our attention turned on the words on the page, and make a good-faith effort to make sense of what the writer is attempting to accomplish.

MAXIM 2 * Writing is really, really difficult — for everyone.

Nowhere on UMaine's campus will students find accomplished writers who can dash off effective pieces of writing effortlessly. Nobel laureates struggle to write. Because of the complexity of writing, composing a text of any consequence is a challenge for everyone. The numerous articles, chapters, books, and other forms of publications that maintain UMaine's reputation as a research university are only the end products of a long line of discarded drafts, frustrating dead-ends, and constant revision. The kinds of writing that have been demanded of students in the past—single-draft, timed essays—are no longer the norm for them, and the process of composing each new text for the classes that they take will be a challenge. They have not become worse writers upon entering the university. They are simply in a new setting that demands extensive work via the written word—and demands it of everyone, not just new students.

MAXIM 3 * Writers new to a discipline benefit from a "novice" stance.

Time and again, studies of undergraduate writers have shown that students who see themselves as novices are able to make greater gains in their understanding of the written communicative demands of their disciplines than those who attempt to leverage their high school writing experiences to make sense of their new writing situations. Those who see the lab report as a five-paragraph essay with more headings, for instance, will not easily be able to identify, understand, and internalize the logic of the lab report and how it works with other texts and activities in the discipline.

MAXIM 4 * Writers new to a discipline often miss the implicit assumptions of a field.

You, as a graduate student, have likely internalized a great deal of knowledge about how to read and write in the field of your choosing. While some of this internalization may have been the result of

explicit instruction, a great deal more of it likely happened without your full awareness of it. Forms of sentence structures, word choice, lines of inquiry, and research activity that are common to your field have become so engrained in how you work within your discipline that you are not consciously attentive to it. However, at one time, you did not know it, and had to go through the trouble to learn it. The students that you are now working with are currently in the position you were once in: they will have to learn that which you take for granted.

MAXIM 5 * Writers develop as members of a field individually.

Writing, as mentioned above, is a complex practice that draws on a wide range of dimensions of human activity. As students grow and change as writers, the interaction of those dimensions of human activity may change, leading to what may appear to be digressions in their development. For example, a student who is learning to write a research report may, after learning about hedges, a linguistic means to "express tentativeness and possibility in communication" (e.g., "such results *may* indicate…"), create significant confusion for their readers by over-using hedges, or perhaps using them inappropriately (Hyland 251). While it might be tempting for an instructor to read these uses of hedging as "error," what the student is actually showing is a developmental moment: a new step along the long, convoluted pathway of writing like a scientist. This uptake of hedges is not a digression but rather the first attempt to blend together using hedges with past understandings of writing a research report. Not everyone, of course, will learn to use hedges this way, and that is the exception rather than the rule. Keeping the individuality of development in mind will help teachers avoid trying to plot trajectories of change in writing that students can be kept to, and instead allow them to attend to a multitude of paths of development.

Suggestion 1: Avoid appropriation in responding to student writing.

As mentioned in Maxim 1, we want to be sure to attend to each student's writing in good faith. We want to try to take student writing on its own terms, to understand what they were trying to do and provide support that allows them to do so. One of the frequent problems with responding to student writing is a teacher's tendency to appropriate what the student was trying to do. In her landmark study of responding to student writing, Nancy Sommers showed how teachers who don't carefully attend to what their students are trying to accomplish with their writing can easily take over the text, pulling students away from the lines of inquiry they are attempting to develop. When responding to student writing, it is important to take the text on the terms of the student, to help the student better articulate the claims they are trying to establish. If the student is continually overridden by feedback from an instructor, their emerging lines of thinking about a topic will be short-circuited.

Suggestion 2: Highlight connections between writing and context.

Writing always occurs within a context. The ways in which writing is structured is responsive to the needs of both audience and author. Students can benefit from seeing the wider sets of texts of which their writing is part. Students will better understand the structure and focus of, say, a blog entry if they know the networks of blogs that the entry is part of, the demands on the author during the writing of the blog, and the history of blog writing on the topic of that entry. Drawing connections between the demands of the text and the contours of the context can aid students in their understanding of the relative importance of different demands while further shaping their developing understanding of their discipline.

Suggestion 3: Work to make explicit the demands of your assignments (or be deliberate in your lack of explicitness).

Just as disciplines create implicit understandings that newcomers to the field struggle with, class

assignments can also carry with them unstated expectations that students are expected to meet. This happens often, and not because of any ill intent on the part of the teacher—rather, the implicit demands of the discipline, the longstanding structure of the course and department, and the traditions of teaching in a particular college or university conspire to create challenges that are seemingly straightforward for the teacher, yet murky for students. While it is impossible to erase all implicit assumptions in assignments, teachers can work to make as explicit as possible—through rubrics, through extended directions and examples, through sample papers—what is valued and how it is valued in a given context.

Teachers may also wish to, at times, deliberately step away from explicit direction in an attempt to push students into a state of productive uncertainty. This kind of work can also be incredibly useful for students—they can use the text of an assignment as a way to reason through what may be expected of them and why. This option, however, requires that teachers support students in their uncertainty. For instance, providing students with a dense and challenging assignment might also come along with class time for independent and small group analysis of the assignment, as well as a class discussion about those demands. The generative discussion that emerges from this work may lead to richer engagement in the assignments themselves.

Suggestion 4: Encourage students to see writing as a process.

Throughout their secondary education, your students likely regularly found themselves writing full essays in a single draft. Sometimes this was required—AP exams, for instance. While your students may have had a few essays that they were required to write over multiple drafts, they have not yet determined a process of writing across drafts and over time that works for them. In your organizing of assignments for your students, you may be able to help them develop this process by encouraging students to work on drafts of assignments, by breaking up your larger assignments into smaller chunks, and by providing opportunities for students to discuss the ways in which they went about constructing their texts.

Suggestion 5: Avoid over-attending to error, and other easily-identifiable issues.

Finding error in a text is easy—one need not even carefully read a text in order to find them. Because of the ease of finding it, error is often seen as a go-to mechanism for reading and assessing writing. However, as Joseph Williams argues in "The Phenomenology of Error," the act of searching for error excludes the possibility of looking for the meaning that a student text is attempting to bring across. One cannot express sympathy and judgment simultaneously, after all.

This is not to say that attention to student lapses in academic discourse conventions must always and forever ignored. Rather, error must be treated in its place: as one of many ways that we can examine and respond to text. We do ourselves and our students a major disservice when we ignore the meaning they are attempting to convey in order to point out faulty parallelism, for instance. Other easily-identifiable issues are also potential pitfalls. Students whose texts are excoriated because of misplaced modifiers, or a failure to alphabetize a three-source bibliography, are not encouraged to continue to explore their chosen discipline via writing, but rather are pressured into a defensive state of mind, stifling further participation in the discipline.

Suggestion 6: Use campus and department resources to encourage your students to develop a community of supportive peers.

No writer is an island. Writers—and, particularly, developing writers—require the support of other writers. Professors, teaching assistants, tutors, and peers work together to develop students and their writing in each discipline on UMaine's campus. You, as a teaching assistant, are not required to singlehandedly develop a robust writing environment for your students each semester. However, you may want to think about the resources that are already at your disposal. Does your department have writing

support in place? Are there ways you can connect your students to the professors in your department to discuss what it means to write in your discipline?

Another option for you is the University Writing Center. Found on the fourth floor of Neville Hall, the Writing Center operates throughout the semester, and is meant to help writers at any stage of the writing process, both face-to-face and online. You can find out more about the Writing Center here: https://umaine.edu/wcenter/.

Moving Forward: Considering UMaine's Resources

Writing isn't easy, and teaching writing is more difficult still. It is the most challenging and most important work in the University, and it is now part of your responsibilities as a teaching assistant. While I hope you found the above maxims and suggestions helpful, I cannot help but reflect on my own difficulties in writing this text—for an audience of teachers I have never met, sitting in an orientation that I won't be attending, about to teach a range of classes that I cannot begin to fathom. No doubt the specifics of your situation precludes you from enacting at least some of the suggestions found above. However, I encourage you to see this chapter not as a single source of information but as the start of a conversation between you and the writing program on UMaine's campus. The program, which ends up teaching most of UMaine's undergraduate population in one course or another during any given four-year span, is located in 113 Neville Hall, and is led by five full-time, dedicated writing faculty. If you have questions or concerns about how you are taking up writing with your students, feel free to reach out. We would be happy to help.

CHAPTER 4

ETHICS

Ethics: the principles of morality, including both the science of the good and the nature of the right; the rules of conduct recognized in respect to a particular class of human actions; moral principles, as of an individual (the American College Dictionary, 1970).

Being an ethical person with high standards is perhaps the most important part of your job as a TA. Some behaviors are governed by policy (such as the Student Code of Conduct, in the handbook) and some are purely from within. You have every right to expect and demand from your students' complete honesty in their work. You can influence ethical behavior by always being prepared for class, by meeting all your classes, and by treating students fairly. Return tests and papers promptly. Don't use inappropriate language or make off-color remarks or jokes. The following sections will provide guidelines or University policy regarding academic integrity, cheating, plagiarism, confidentiality of records, sexual harassment, diversity issues, and letters of recommendation.

The University expects that students, staff and faculty will conduct their affairs with proper regard for the rights of others and of the university. All members of the University community share a responsibility for maintaining an environment guided by mutual respect, integrity and reason.

A. ACADEMIC INTEGRITY

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work and is unacceptable at the University of Maine. As printed in the University of Maine's undergraduate "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated may act upon such evidence and should report the case to the supervising faculty member or the department chair for appropriate action.

You can help maintain high standards by seating students apart during exams or walking around the room during a test. If your course has take-home exams, give very clear instructions about them, including how much, if any, collaboration is permitted. Other students will appreciate your efforts.

B. CONFIDENTIALITY OF STUDENT RECORDS

Federal law provides for the confidentiality of student records. The University of Maine, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, sets forth requirements designed to protect the privacy of students. The statute governs access to records and release of such records. TAs must therefore take care that student grades are not to be revealed to anyone other than the student. To ensure this confidentiality, the following guidelines should be followed:

> DO NOT post test scores, grades or any other information by student name. If a random identification number is used, the list must be randomly ordered so as not to reflect the alphabetized order of the class. If using student ID numbers, you should consider using a truncated version of the identification number.

DO NOT leave exams, quizzes, papers, or graded homework in a specified location for students to pick up on their own. This is a direct violation of the statute protecting students' right to privacy and presents potential problems concerning plagiarism.

DO NOT discuss grades, schedules or any other non-directory (public) information over the telephone.

DO check to see if the student has restricted directory information before releasing it.

Check with your department for policy on how to post grades.

A Reminder: Parents often call to check on their son's or daughter's progress. In the eyes of the law, parents are as much a third party as anyone else. Only parents of financially dependent children may access student records. These calls should be referred to the Office of Student Records (581.1288), as tax-proof of dependency must be provided before disclosure of any information can occur.

Absolutely no discussion of non-directory (public) information should take place over the telephone, even if you are fairly certain the caller is the student. Release of a student's schedule information opens the door to student privacy violations, harassment and stalking situations. If you believe the situation to be an emergency, you may transfer the caller to UMaine Police, who will attempt to locate the student.

It is best to refer any difficult telephone calls you might receive to the faculty member in charge of your course or to the Office of Student Records.

C. EQUAL OPPORTUNITY ISSUES

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran status in employment, education, and all other programs and activities. Contact the Director, Equal Opportunity, 5754 North Stevens Hall, Room 101, Orono, ME 04469-5754 at 207.581.1226 (voice), TTY 711 (Maine Relay System), equal.opportunity@maine.edu with questions or concerns.

The University of Maine is unique in the diversity of its population. We draw from an area rich in the culture of native peoples, Franco-Americans, immigrant families and international students from all over the world—people of varied gender orientations, older and returning students, as well as people of many abilities. To assure equality of access and a positive educational experience for all, please consider the following:

1. Treat all students as individuals, regardless of racial, ethnic, cultural, or gender orientation.

2. To help ensure that your treatment of students in and out of the classroom is perceived as both equitable and fair, be aware of your personal biases, your body language and way of interacting with students. To help you with these tasks, see the Diversity Communication Checklist at the end of this section.

3. Do not single out students by expecting them to articulate the "minority point of view" or by expecting them to be "informants" regarding what you assume their identity/life experience

reflects.

4. If you utilize role playing, laboratory or project work, or group work in your classroom, consider relieving students of the responsibility of "inviting" others to join in group work; assign the groups yourself.

5. When you encounter a student whose oral or written style of communication is unfamiliar to you, do not be too quick to dismiss their communication as "non-scholarly." It may be that the students are expressing themselves via a colloquial pattern which is highly acceptable in another setting. Remember that it takes time (for many students) to become familiar with and learn how to negotiate their way within a scholarly community. Let them know that the form they are using is not "wrong," but rather that there are traditionally accepted and appropriate ways of communicating within your particular discipline. Check with your advisor on what is considered acceptable. Share that information with your students.

6. Learn about the different resources available to all students on campus in the areas of multi-culturalism, sexual orientation, disability, international students, counseling etc. (See Appendix II.) Such information will help TAs advise and refer students and obtain the help that they themselves may need for teaching a diverse community.

(Portions of the following have been adapted with permission from Nyquist/Jossey-Bass)

While it is important to remember that each student is an individual bringing to the academic community a diverse set of experiences, knowledge, strengths and weakness, the information which follows should prove useful in helping TAs who have never worked with individuals from diverse backgrounds. The implications of some of these characteristics might also be helpful in prompting TAs to think creatively about their teaching methods. Ultimately, helping students achieve personal academic success should be our first priority. Acknowledging the diversity of the academic community will help you do just that.

Create an environment where free discussion of ideas can occur. In many disciplines, it is important to openly raise issues of race, gender, age, sexual orientation, or ability. Discussions should be carefully prepared, so that TAs can explore their own assumptions and the traditional assumptions of their discipline well in advance and anticipate difficulties. Sensitivity and an open, straightforward approach during discussions are especially important. Deal directly with behavior or language which appears or feels discriminatory in the classroom. DO NOT ignore difficult situations when they arise but rather deal with these as fully and tactfully as possible. As a teacher, it is your responsibility to clarify and re-orient discussion which respects diversity of experience and opinion.

Whenever possible, students should be exposed to or made aware of the accomplishments of minority and non-traditional scholars in a given discipline. When you find you are not knowledgeable about this aspect of your subject area, making the effort to augment your own learning can be productive and fun. The perspectives of the diverse members of your classroom will prove stimulating and enriching as you make it clear that **all** are valued members of your learning community.

Minority and Non-Traditional Students

Being in a position of minority—in terms of ethnicity, religion or any other aspect—is a challenging experience for anyone. Given the different social and cultural life, some students who do not fit the predominant make-up of the student population of any institution might feel alienation or extreme loneliness due to the absence of friends from their usual peer group. Lack of familiar cultural opportunities, unusual foods, customs, and confusion with new bureaucratic procedures can increase the

level of discomfort beyond the traditional uneasiness that most people experience being in a new environment or away from home for the first time. TAs should consult the various resources and services available on campus (see Appendix II) if they feel that a student might be in need of further support.

Student-Athletes

Approximately 5% of the student body at the University of Maine is involved one of the 17 Division I sports teams. Student-athletes come to Maine from the urban and rural communities of the United States, Canada, and many other countries.

The dual roles of being a student and an athlete have become increasingly difficult due to the growing demands of each role. The National Collegiate Athletic Association (NCAA) institutes bylaws to protect student-athletes and also to mandate challenging standards. The time demands are rigorous and intense for balancing academics and athletic participation.

Academic Support Services for Student-Athletes (ACSUP) offers a comprehensive academic support program in conjunction with other UMaine resources, which can assist student-athletes in succeeding in their studies. Athletic academic counselors are responsible for overseeing the educational development and progress towards graduation for all student-athletes. The counselors act as a liaison between the student-athlete, coach and the academic communities to ensure that student-athletes comply with academic rules established by the University and the NCAA.

TAs and faculty have opportunities to provide feedback to the ACSUP counselors on student-athletes' academic progress two times per semester. This information is very helpful and enables counselors to be proactive in discussing challenges, expectations, and providing supports for success.

ACSUP counselors also provide student-athletes official letters documenting their travel and competition schedules. They are required to read, sign, and personally deliver these letters to their instructors. It is the student's responsibility to make sure that concrete prearrangements are made in order to make up missed work due to university-approved class absences for travel or competition. Due to the increase in weekday travel and competition, student-athletes cannot afford to miss any more class time than is necessary, so the reason for other additional missed classes should be monitored.

Non-Native Speakers of English and International Students

(Portions adapted from Berkeley, University of Florida and UMaine's Intensive English Institute)

Presently, at the university, there are approximately 450 international students (approximately 35 percent of these students are undergraduates). Although the main function of most teachers is not to teach students the English language, TAs' attentiveness to potential language problems can help international students in their studies. Be aware, though, that English is an official first or second language in many countries and that there are many different versions of the English language. Students may be native speakers of English but may sound foreign to an American speaker. Their rhetorical strategies may also vary from those typical of North American modes of argumentation. Be aware of your own presumptions about the cultural and linguistic make-up of countries that are foreign to you and do not let those presumptions interfere with your expectations from your international students.

Inquire in your first class whether there are any students for whom English is a second or third language. Find out what other languages the student speaks. Make a point to get everyone introduced. Invite students with concerns to see you during office hours and utilize this time for learning about the student's language background and to identify more specific language difficulties such as accent, spelling, vocabulary, or comprehension. If the student requests assistance, arrangements can be made at this time for test taking (e.g., extra time, the use of an English Dictionary) and for one-on-one tutorials.

During the course of this meeting (and at other times) you should familiarize yourself with cultural factors that may affect a student's performance:

* Idiomatic expression (expressions of meaning particular to a given language or culture) often pose problems for international students.

* Some international students know only the metric system; at first, conceptualizing the different American measuring system is difficult.

* Some students may be used to submitting papers written in their own handwriting and have never typed before.

* Some might have never taken multiple-choice tests.

* Some may not readily participate in class discussions.

Generally, if students are speaking out, they indicate a level of language competence. Accents **are not** an indication of a problem with language.

Be aware that some students will not actively participate in class due to cultural factors. Passive learning environments might be the norm in the international student's home country; for others, nonparticipation may be a way of masking a larger concern. In a class based upon a student's verbal participation, intonation and pronunciation **may** prevent students from contributing to the class discussion and may consequently affect their grades. TAs, however, can encourage students to participate and help with their efforts to express themselves. Here are some suggestions:

* Let students know that you value everyone's opinions and participation in the classroom environment.

* Repeat the student's main argument. If you do not fully understand the argument, you should say so openly. One of the most frustrating experiences of international students is to talk without any listener response. Many students, out of politeness or indifference or fear of embarrassing the student, prefer to remain calm and quiet, giving the impression they understand. It is the TA's role to ask for further explanation. It is also useful to correct the expressions that may help the international student in the future.

While most international students understand the lectures and comprehend the reading material in their classes, it is producing the language in discussion or in writing that usually poses the greatest challenge. Encourage your students by reminding them that it is unrealistic for them to expect to be able to write like native speakers of English, and that the process of language acquisition is a slow and arduous one for everyone. Unfamiliar grammatical errors, different rhetorical patterns and conventions of other languages require special attention. Referral to the Intensive English Institute is recommended if any of the above seems to be a problem in a student's work, verbal or written.

For take-home exams and term papers, ask the student to find a peer who will work with them on their paper, addressing issues of content first, and then grammar, spelling and style. TAs can read the student's original draft and the corrected version, giving further comments on content, organization, and style.

<u>What to do:</u>

First, speak with the student and/or your graduate advisor about the student's performance.

Second, ask your supervisor to contact the student's college associate dean or advisor (note: many first-year students do not have advisors).

Third, contact the Intensive English Institute (581.3821). Perhaps the student is currently attending the Institute or has in the past. IEI advisors need to know problems are occurring.

Students with Disabilities

Students with disabilities are more similar to other students than dissimilar. First and foremost, they are students. They have come to college for the same reasons others do; like other students they bring with them a wide variety of backgrounds, intelligence levels and academic skills. Despite good intentions, teachers (and students) often treat students who have disabilities differently than they treat other students. As a form of prejudice, special treatment and a negative or condescending attitude toward a student with a disability can be more incapacitating than the disability itself. TAs need to be aware that stereotyping may undermine a student's academic performance or access to educational opportunities. Perhaps the most important accommodation you can make for a student with a disability is to revise misguided perceptions and attitudes. (Adapted with permission from Florida.)

In most cases, a student with a disability will contact his/her TA early in the semester to inform the TA of the disability and of any necessary adaptations. In many instances, the TA will receive a letter from Student Accessibility Services that describes appropriate accommodations. In most instances, the disability is not disclosed for reasons of confidentiality, and it is inappropriate for the TA to make further inquiries about the nature of the disability unless the student chooses to disclose such information. Regardless of the degree of disclosure, the required accommodations **must** still be provided.

In those cases where the student self-discloses and requests an accommodation without a formal letter from Student Accessibility Services, the TA may refer the student to Student Accessibility Services, where documentation will be reviewed for the appropriate accommodation. Should the student's disability be readily apparent, and the accommodation request reasonable, no referral to Student Accessibility Services is necessary (e.g. amputee requests tape recording class). The student is responsible for requesting accommodations in a timely fashion so that the TA may adequately make arrangements.

Some students, however, may not identify themselves because of their fear of being stigmatized by the instructor or by students. Some students may then encounter difficulties in their college work; in a panic, they may identify their disabilities just before a test or a major assignment. If this should happen in the course you are teaching, contact Student Accessibility Services for assistance in coordinating an appropriate accommodation (telephone 581.2319).

Learning Disabilities

Many students at the University of Maine have disabilities that impact learning including learning disabilities and Attention Deficit Hyperactivity Disorder. A learning disability (LD) **is**:

* A permanent neurodevelopmental disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. Many LD adults may have language-based and/or perceptual problems.

* Commonly recognized in adults in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving.

* Less frequently recognized as problems in organization skills, time management, and social skills.

Speech Impairments

While some students with this type of disability will use spelling or alphabet boards, printing devices, speaking machines, or interpreters, many students will prefer that you learn to understand their speech. This can be made easier by making sure there are no other distracting noises. Have patience,

concentrate, repeat words and sentences to make sure you and other students understand the student. Ask students to repeat themselves if you don't understand. Don't pretend to understand if you don't.

Mobility Impaired Students/Students Using Wheelchairs

It is seldom that special accommodations are necessary for students who use wheelchairs or for those with mobility impairments. When such a student is in your classroom, however, be aware of those situations that might make it difficult for him/her to attend class. Contact Student Accessibility Services if you have any questions or need to make special arrangements to help accommodate your student.

Classroom relocation for accessibility can be arranged through the Office of Student Records or Student Accessibility Services. If the student requires special accessible furniture, Student Accessibility Services should be contacted. For final exams, please verify that the test location is accessible for your mobility-impaired student.

Special Testing Situations

Some students with disabilities will require adapted testing situations. Depending on the disability, the student may require the administration of exams orally, the use of readers and/or scribes, extensions of time for the duration of exams, a modification of a test format or, in some cases, take-home exams. As the objective of such considerations should always be to accommodate the student's disabilities, and not to water down the academic requirements, if you have questions regarding appropriate testing adaptations and extension limits, contact Student Accessibility Services (581.2319). Student Accessibility Services provides TAs assistance with proctoring accommodated tests and can answer questions about preparing tests.

Alternatives to Note-Taking

TAs can accommodate students who cannot take notes or who have difficulty taking notes adequately in several ways:

* allow students to tape lectures

* provide student with an outline of material

* assist student in borrowing a classmate's notes

* electronically share or make copies of PowerPoint slides and other lecture materials used in class

Students must ask the TA for permission to tape lectures; however, if the student's disability is such that taping a class is the only reasonable accommodation, the TA is legally required to give permission. Student Accessibility Services will make arrangements for a volunteer note-taker.

Service and Assistance Animals

A student with a disability that requires a service dog is legally allowed to bring the dog anywhere on campus including the classroom. Only dogs recognized under the ADA as service animals are allowed; no other animals are allowed in class. If a student brings a dog to class and it is not obvious what service the dog provides there are two questions TAs can ask:

1. Is this a service dog required because of a disability?

2. What work or tasks has the dog been trained to perform?

If TAs have any questions about service animals in the classroom or want to get a better understanding of how to assist your student with a disability, contact Student Accessibility Services at (voice) 581.2319, or (TTY) 581.2325.

Diversity Communication Checklist

(Adapted with permission from Jenkins/Univ. Delaware)

* What language patterns are you using?

* Is there a regular use of male referencing, or the generic "he" or the universal "man"?

* Are stereotypical assumptions about gender, race, religion, or sexual orientation revealed in classroom dialogue?

* If these occur in your classroom, do you point out their inappropriate nature, offering alternatives?

* Are you conscious of gender or race-related expectations you may hold about student performance?

* How do you react to uses of language (accent, dialect, etc.) that depart from standard English or that are different from your own? Do you discount the speaker's intelligence and information?

* What is the number of male versus female, or students of various racial or international groups called on to answer questions? Which students are called by name? Why?

* Do interruptions occur when an individual is talking? If so, who is doing the interrupting? If one group of students is dominating classroom interaction, what do you do about it?

* How would you characterize your verbal response to students? Positive? Patronizing? Encouraging? Is it the same for all students?

D. SEXUAL HARASSMENT

What is the University Policy?

The University of Maine is committed to providing a positive education and work environment for all students and staff. Sexual harassment, whether intentional or not, undermines the quality of this climate and is also against federal and state laws. The University has a legal and ethical responsibility to ensure that all students and employees learn and work in an environment free of sexual harassment. The Board of Trustees has adopted this policy regarding sexual harassment:

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Maine System that no member of the University System community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University System will regard freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;

2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or

3. Such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment, educational or living environment.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University of Maine System and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. A faculty or staff member should not engage in such relationships. Further, the University prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University activity.

It is the policy of the University of Maine System to ensure fair and impartial investigations that will protect the rights of the person(s) filing sexual harassment complaints, the person(s) complained against, and the University System as a whole.

What constitutes sexual harassment?

Sexual harassment includes any unwelcome sexual attention. While it is usually repeated behavior, it could be one serious incident. Each of the following may constitute sexual harassment:

* pressure for dates or sex

* touching, pinching, caressing

* attempts to fondle or kiss

* staring, teasing, or jokes of a sexual nature

* sexually demeaning remarks

Remember, sexual harassment can include verbal conduct. Classroom language which is hostile and/or derogatory and which is directed at an individual or group because of their sex or sexual orientation may constitute harassment and is a violation of University policy. Verbal expression which is related to course subject matter is not regarded as sexual harassment.

By virtue of their authority in the classroom, TAs have power in TA-student relationships. TAs, therefore, must be careful not to abuse or appear to abuse that power. A situation may be perceived differently by the parties involved because of this "power" situation. Make sure you are aware of how classroom behavior and interaction with students may constitute, or be construed as, sexual harassment. Although many forms of harassment may be unintentional, words and behaviors may be harassing if they are heard and seen as such by others. The following general guidelines should prove useful in dealing with these issues:

1. Don't ask students to do favors for you, of any kind.

2. Schedule meetings with students during office hours or in a public setting.

3. If you should encounter sexual harassment in the classroom, immediately remedy the immediate situation. Stop the behavior or dialogue so that the class may continue.

4. Speak to the offending student after class and make him or her aware that the behavior is unacceptable.

5. Attempt to resolve disputes or disagreements with students in the presence of (or within hearing distance) other graduate students or witnesses. It is a good idea to keep your office door open. If disagreements seem irresolvable, set up a meeting with the student and your graduate advisor. Speak to the student who was offended. Find out his or her feelings about the incident. Try to find out if the behavior has occurred before. If you think the behavior could be sexual harassment, discuss the situation with your graduate supervisor, report it to your department chairperson or the Director of Equal Opportunity.

When responding to a complaint of harassment:

1. Assure the person that the complaint is being taken seriously and that the institution will respond to the problem promptly. Rationalizing responses such as "It's just teasing, lighten up" or "just ignore it" are considered inappropriate. If the student expresses or indicates fear, assure the person that the institution will do everything in its power to ensure confidentiality, prevent retaliation and stop further harassment.

2. Listen carefully, sympathize, but make no judgment or commitment regarding the allegations.

3. Don't delay. Explain the University's sexual harassment policy, and encourage the person to contact the campus Equal Opportunity Director.

4. Follow up on the complaint. Check with the student the next day to ensure that she or he is getting needed assistance.

Consenting Relationships

Faculty and staff are strongly encouraged to avoid any romantic or sexual relationship with a student or employee over whom they have any authority. Authority here refers to the power to give or withhold rewards such as praise, grades, and recommendations.

The university discourages consenting relationships because the power differential creates a strong possibility that the relationship may not be truly consensual, or if consensual may not permit a later decision by the person with less power to discontinue the relationship out of concern for grades and

recommendations at a later date.

There are several other aspects to this situation that might not immediately occur to you. (Portions of the following have been adapted with permission from Yale.)

* By focusing your attention on one individual, you jeopardize your standing with the entire class.

* If you have indicated or expressed an interest in a student in a way that the person believes is inappropriate, harassing, or even threatening, the student has the right (and obligation) to take the matter to his or her Dean, the Director of Equal Opportunity or another person of authority. Even if you feel the student has misunderstood your behavior, you will be in a position of having to explain and clearly justify your conduct.

* A third party may claim that the participant in a consenting relationship received preferential treatment and may file a complaint against the TA or faculty member.

Common sense dictates the following: JUST DON'T DO IT!

E. LETTERS OF RECOMMENDATION

Often a student may ask you to write a letter of recommendation for a job, to transfer, or to apply to graduate school. If you do not feel you know the student well enough, or if you would not feel comfortable writing a letter, decline politely. However, if you do accept, be sure to write the letter promptly, remembering that well-written letters take time to compose. (Remember how anxious you were for your letters when applying to Graduate School!)

Have the student give particulars about why the letter is needed so that you can tailor your comments accordingly. Define how you know the student; be specific about the student's strong points including an evaluation of the student academically as well as personally. Don't, however, get carried away or too effusive. Remember that, under FERPA, the student has the right to see his or her evaluation unless he or she has waived that right in writing.

APPENDIX I:

POLICY STATEMENTS OF THE UNIVERSITY OF MAINE

A. SAFETY ISSUES

It is the policy of the University of Maine System to comply with all Federal or State laws pertaining to the safety of University employees and the elimination of unnecessary safety hazards from the workplace. This policy includes requirements under Federal OSHA & EPA regulations, and regulations issued by State and local agencies covering hazardous chemicals, asbestos, lead, radioactive waste materials and any other substances potentially harmful to employees or students.

In compliance with the above laws, annual Hazard Communication Training must be provided by supervisors to ensure that TAs are familiar with the University of Maine's HAZCOM Program and the location of Material Safety Data Sheets (MSDS).

For TAs in a laboratory environment, training must likewise be provided to ensure familiarity with proper storage procedures, laboratory safety plans, specific chemical hazards, and other physical hazards inherent within the classroom/workplace.

Because the potential for on-the-job accidents is high, and prevention of injuries is everyone's responsibility, TAs should familiarize themselves and their students with the following information. According to the Director of Health & Safety, this procedure will take less than five minutes of classroom time:

1. Learn the location of emergency exit stairs near your classroom/workplace.

2. Learn the location of fire alarm pull stations and how to use them.

3. In the laboratory, know the location of & how to use emergency eye washes, showers & fire blankets. Particular hazards associated with experiments need to be communicated to students on the day of the experiment.

Learn the hazards of your particular workplace/classroom by reviewing the safety rules available in the Safety Guidelines listed in the University Telephone Directory. Work as safely as possible while getting your job done. Horseplay and practical jokes have no place in the university environment and endanger others. Think about receiving extra training in fire extinguisher use, first aid, CPR, and personal security (contact UMaine Police).

General safety guidelines and departments listed for consultation of safety issues can be found in the Safety Directory of the University Telephone Directory. For more information or to report a campus safety hazard, contact **Safety and Environmental Management** at 581.4055. For emergencies, call **911**.

B. FAIR USE POLICY

(Reprinted with permission from Fogler Library's "Copyright for Instructors: Fair Use" guide)

What Is Fair Use?*

Fair use is an exception created to the copyright laws that sometimes allows people to legally use copyrighted material created by others without obtaining permission "for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" (17 USC §107). In order to fall into the category of fair use, a use of copyrighted material must be analyzed in relation to the four factors below (note that how important any of the factors are considered to be is decided on **a case by case basis**, and that **there are no absolute or easy rules about determining what is "fair use"**):

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

2. the nature of the copyrighted work;

3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

4. the effect of the use upon the potential market for or value of the copyrighted work (17 USC §107).

Remember, copyright doesn't apply to facts, ideas, data, representations of data (graphs, charts, tables), processes, systems, methods, procedures, titles, works prepared by the United States Government, constitutions and laws of state governments, or materials in the public domain, so generally you don't need permission to use those materials.

Online Classes and Fair Use Policy?*

Different aspects of copyright law regulate the fair use of copyrighted materials in in-person and online classes. When considering posting material to an online course management system, as well as the fact that links to licensed material (e.g., material purchased by Fogler Library) may be more likely to fall into the fair use exception than downloading and posting .pdf files, there are **no set rules** about how much or what percentage of a work may be posted without permission without infringement, but it is generally understood that posting an entire book is infringement. It may be useful to consider whether, if you had written a work, you would consider it to be fair if someone else posted a similar portion of it to their course website without compensating you or asking for permission. Keep in mind that online use of material may be more likely to be perceived as fair use if access to the material is limited to the students in the class.

Reprinted from Fogler Library's "Copyright for Instructors: Fair Use" guide, located here: http://libguides.library.umaine.edu/copyright/fairuse. Be sure to visit this site for up-to-date and more specific policies and examples.

*The information presented here is *for informational purposes only* and **should NOT be construed as legal advice**. If you are looking for legal advice, please contact the University of Maine Office of General Counsel.

C. For **OTHER POLICY STATEMENTS**, see also **Chapter 4 - Ethics**

APPENDIX II:

TEACHING RESOURCES ON CAMPUS

A. CENTER FOR INNOVATION IN TEACHING AND LEARNING

The Center for Innovation in Teaching and Learning (CITL) supports University of Maine faculty, instructors, and graduate teaching assistants in the pedagogical, technological, curricular, and professional dimensions of their work through an array of services, resources, and opportunities. A full description of services is available on the CITL website. Unless otherwise indicated, graduate students are always welcome to attend any of the professional development opportunities at CITL.

CITL also provides technical support for all campus educators teaching at UMaine. You can get help in person (M-F, 8:00am-4:30pm, 102 Fernald Hall), via phone (581.3333), and email (citl@maine.edu). Contact us for assistance with learning management systems (e.g., Blackboard), video platforms (i.e., Kaltura), video conferencing (i.e., Adobe Connect), personal response systems (i.e., iClicker) and other educational technologies.

B. MEDIA RESOURCE CENTER

The Media Resource Center (581.1683), located in Fogler Library, provides students, faculty and staff a range of media collections including music, video, CDROMs, and more. Equipment is available for use with all media. Laptops, digital camcorders, digital cameras, digital audio recording equipment can be checked out. Computer video/audio workstations, basic recording equipment, and scanners are available for in-house use. If you have any questions or comments about the center, please contact larry.corbett@umit.maine.edu.

C. UNIVERSITY BOOKSTORE

Tradebook discount cards are available to all members of the university community for an annual fee of $10.00 at the Bookstore Information Desk. Cardholders are entitled to a discount of 20% off all tradebooks in stock, excluding text books. All textbooks are sold here. Located in the Memorial Union; telephone 581.1700.

D. INFORMATION TECHNOLOGY

University Services: Information Technology supports the academic, research and administration technology needs of the University of Maine System campuses. US:IT services include classroom technologies, instructional technologies, wireless networks, administrative applications, computer and mobile device provisioning, video- and web-conferencing, printing, advanced computing for research, and the technology helpdesk.

Help Center

The US:IT Support Center, located in 17 Shibles Hall or at 581.2506, is where you can find support for most of your PC and Apple needs and many of your smart devices too. We offer general software assistance, virus cleanings, help with your UMS account. We offer color, black and white and

high-volume printing at a nominal cost. The US:IT Support Center is open Monday - Friday 7:00 a.m. to 5:00 p.m. for walk-ins and until 8:00 by phone. The Support Center will be open for the first two weekends of the semester for walk-in support for both fall and spring semesters. Only phone support is available on other weekends. The hours during breaks are 8:00 a.m. to 5:00 p.m.

Media and Classroom Technologies

Media Services, located at 19 Shibles Hall (581.2500), provides audiovisual equipment for classroom and departmental use on the Orono campus. Instructors, students and staff may reserve and borrow computers, video projectors, cameras, microphones, PA systems and more (must have your MaineCard). Open Monday through Friday 8 a.m. - 4:30 p.m. Support is available before 8 a.m. for classroom issues.

Media Services also installs and maintains A/V equipment in the classroom. We provide help with classroom equipment and troubleshooting problems.

Public Computer Clusters, providing Macintosh and Windows computers and a variety of popular software packages for walk-in use, are located in the Memorial Union and Fogler Library. Trained consultants are on duty at each cluster during the semester to assist students with most of their computer questions.

The Fogler Library cluster has a full time trained consultant year round and is open during library hours. The Union cluster is open from 7:00 a.m. to 11:00 p.m. during the semester and during the Union building hours during the summer.

The Union cluster does not have a consultant on duty during the summer. If you need support in the Union cluster during the summer, please contact the UT Support Center or visit the Fogler Library cluster for further assistance. Check scheduling changes for weekends, holidays and semester breaks by phoning 581.2506.

Collaborative Media Lab

The CML provides spaces specifically for high-end graphic, video and audio production for the University of Maine community. This lab contains some of the best equipment and programs needed for Multimedia, Web and Graphic Design. The lab is available for use by individual students or classes. It is located on the first floor of Fogler Library and is available when the library is open. See http://umaine.edu/it/public-access for more information on the CML.

Computer Classrooms

Computer Classrooms are located in Lord Hall 310 (Macintosh), Stewart Hall (Macintosh), D. P. Corbett Business Building 111 (Windows), Barrows Hall 124 (Macintosh), Dunn Hall 4 (Windows), Boardman Hall 318 (Windows), and Little Hall 215 (Windows). Computer classrooms are available for instruction and special events. To schedule these rooms call Classroom Scheduling at 581.1311.

Administrative Technologies

MaineStreet is the University of Maine System's technology for course registration, class lists, advising, grade reporting, student billing, and human resources information such as paycheck advices. Students register for classes through MaineStreet, look at their transcripts and degree progress, as well as pay their bills, and get their semester grades. Instructors may use MaineStreet or Blackboard to obtain class lists.

The Human Resources services in MaineStreet include services for paycheck information, W-2, W-4, voluntary deductions, and direct deposit.

WiFi and Networking

University Services: Information Technologies supports an extensive wired and wireless network. Classrooms have capacity for wired and wireless connections for instructors and wireless for students.

User IDs, Email, and Portal

As a University of Maine graduate student, you have received a UMS account. This account provides you access to MaineStreet, Blackboard, your maine.edu email account, and other services. Maine.edu email is a Google account provided through a special Google Apps for Education licensing. The features, options available, and security policy differ significantly from a personal Gmail account. This UMS account is the address for official university communications.

The University of Maine also has a portal: mycampus.maine.edu. This portal provides single-sign-on access to maine.edu email, Google Drive, MaineStreet, Blackboard, and other services. The portal also contains useful information, news releases, and announcements.

Advanced Computing

The Advanced Computing Group at the University of Maine provides computing infrastructure and support for the research needs of the state of Maine. Computer resources reside in the UMS Data Center in Orono.

The ACG provides high performance computer resources, cloud computing services, data storage solution, data management plan assistance, and much more. See acg.umaine.edu/ for more information.

Repair Services

The University Bookstore has a collaboration with TechPort, which offers repair services for Apple and PC products, free diagnostics, and data recovery. TechPort staff are located in the University Bookstore in the Memorial Union. For virus cleaning services, please go to the US:IT Help Center at 17 Shibles Hall.

E. THE GRADUATE CENTER

The Graduate Center is located in the newly renovated Stodder Hall on the ground level adjacent to the Graduate Student Government offices. The Center contains a photocopier with wireless printing capability as well as meeting and social spaces. Contact the Graduate School or Graduate Student Government for more information.

F. COUNSELING CENTER

The Counseling Center (581.1392), located on the Gannet side of Cutler Health Center, offers a wide range of services to students related to educational, vocational, and personal difficulties, as well as self-improvement programs in such areas as interpersonal relationships and study skills. Counseling and psychotherapy, psychological and vocational testing are provided. Concerning student referral to the

Counseling Center, see Chapter 1 Section C, “The TA as MENTOR or ADVISOR.”

G. FAX SERVICES

Aside from your department listing, fax services are provided to the University community at two convenient locations:

* Telecommunications, located adjacent to Neville Hall, sends and receives fax messages at $0.50 a sheet, payment accepted in cash or with a calling card. There is no charge to receive faxes. International calls must be paid for with a calling card. PHONE: 207.581.1600 FAX: 207.581.1604.

* The Information Center in The Memorial Union charges $1.00 to send and $0.50 to receive messages. International calls can be made and paid for with cash. PHONE: 207.581.1740 FAX: 207.581.1737.

H. UNIVERSITY LIBRARIES

Fogler Library provides services and collections to support the study and research needs of students. The library houses approximately 750,000 books and pamphlets, subscribes to nearly 7,000 periodicals and serial lists, and contains over 1.5 million government documents.

URSUS (University Resources in Service to the State), the University of Maine System's automated library system, contains the online catalogue of the holdings at Fogler Library, all the other University of Maine System libraries, the Maine State library, the Bangor Public Library, and the Maine Law and Legislative Reference Library.

URSUS also includes periodical indexes (the Expanded Academic Index, Carl's Uncover, ERIC and WorldCat, a national catalog with over five million entries), the Maine Union List of Serials, UMS Serve, and the National Gallery of Art. URSUS terminals are located at numerous locations across campus (see CIT listing). URSUS runs on computers located at UNET, and any user who has access to this network from an office, laboratory, or dormitory on campus or through dial-in capability from an off-campus residence will have access to URSUS.

CD-ROM Network, located on the first floor and in the Science & Engineering Library, provides in-house access to a number of databases including Sociofile, National Agricultural Library, Applied Science and Technology, Microsoft Bookshelf, and the Modern Language Association Bibliography.

I. PHOTOGRAPHIC SERVICES

Photographic services (581.3758) are available through the Department of Marketing and Communications to all members of the campus community, including TAs and students. Depending on the nature of your **(or your student's)** photographic project, a modest fee may be charged.

J. PRINTING SERVICES

Printing Services provides high-quality, high-speed photocopying services, including a complete resume package, on site. Located in the Keyo Building on Rangeley Road, services include one or multicolor printing, and binding for reports, theses, posters, brochures, event programs, etc. A public **fax** is available Monday-Friday from 7:30 a.m. to 4:30 p.m. (581.3767). **The Package & Postal Center**, an extension of Printing Services, offers most of the above services in the Memorial Union. Hours

Monday-Friday 8:30 a.m.−4:30 p.m. Fees for these services are modest and competitive. If you have students who require multiple copies for presentations and this is not covered by your department, **The Package and Postal Center** is an affordable alternative.

K. TUTORING SERVICES

To assist students in their academic endeavors, several tutorial laboratories or services are available at the University of Maine.

The Tutoring Program provides small group peer tutoring for students who need assistance in 100 & 200 level non-web-based courses. A staff of peer tutors facilitates this learning process by encouraging students to work together to process course materials as well as sharpen their reasoning and questioning skills. To make an appointment to request a tutor, students should call 581.2351 or stop by the office in 104 Dunn Hall during the first eight weeks of the semester.

The **Modern Language Laboratory** (581.2072), located at 213 Little Hall, offers one-on-one and group tutorial for modern and classic foreign languages. Call to confirm day and time schedule. The Laboratory has an extensive video and film library, an audio collection and an interactive lab which is available by appointment. Graduate students may access all of the above.

The **Math Lab** (581.3901) at 333 Neville Hall has math consultants available Monday− Thursday 10:00 a.m.-4:00 p.m. and Friday 10:00 a.m.−3:00 p.m. Call to confirm schedule.

The **Memorial Union & Student Activities** offers study-skill workshops Spring & Fall semesters. Call for scheduling dates (581.1731).

Check with your department for the availability of one-on-one peer tutoring and/or group tutorials. See the **Writing Center** (next section) for writing related issues and tutorial scheduling. See **Academic Support Services** for student athletic tutorial information.

L. WRITING CENTER

The **Writing Center** offers students of all years and majors a place to get feedback on writing. Staffed by undergraduate peer tutors and the occasional graduate student volunteer, the **Writing Center** is open Monday through Friday. (Call 581.3828 for current semester's schedule.) Peer tutors are trained to work one-on-one with writers at all stages of the writing process, from brainstorming ideas for a paper, to revising a paper, to polishing the final draft. In their sessions, tutors identify places where an educated reader might encounter problems with the writing; through questions and conversation, tutors help writers to solve those problems.

Tutors are available on a drop-in basis, but at busy times of the semester tutors sometimes are unable to work with drop-ins. Writers are, therefore, encouraged to make an appointment by calling 581.3828, although the preferred method is to create an appointment online at maine.mywconline.com. Appointments are generally scheduled for an hour, but most sessions only last 30-40 minutes. During this time, student concerns are addressed first. If the student is in the early drafting stage, the tutor and student will work closely on development, organization and clarity. While tutors are not trained in grammar, in later stages of the writing process, tutors will help students with strategies to identify and correct grammatical errors.

Ways TAs can use the Writing Center effectively

* Remember that the process of learning to think critically is a complex one, and that articulating one's thoughts and ideas, orally or in written form, is an integral part of that learning process. The Writing Center is a place where students, working with peers, can comfortably discuss their writing process and learn the valuable skill of self-editing.

* Encourage your students to seek out assistance in a timely manner. It takes time to rethink writing patterns and there is only so much a student and tutor can accomplish in the standard 40-60 minute session. Multiple sessions might be in order, especially if the student is working on multiple drafts.

* To save the student and tutor valuable time, make sure your writing assignments are absolutely clear. Bring a copy of the assignment to the Writing Center.

* If there are specific problems which you have identified in your student's writing, and you want your students to focus on these, tell them so. Tutors will address those concerns first.

* All first-year students are given a writing placement test. Depending upon the test outcome, students are placed in English 101 or another English course. If you have a student who needs to be in an extended tutorial to work on a number of problems, contact the Director of the Writing Center.

Points to remember about the Writing Center

* Tutors do not work with the content of the paper, and the writer retains the final decision on whether or not to use any of the tutor's suggestions.

* Tutors often work with students during earlier stages of writing—they act as a sounding board for ways to get started on a paper, they offer suggestions on how to structure essays, they point out places on drafts where ideas are not quite developed. Tutors work with whatever stage of writing that the student requests. Tutors try to address student concerns first in a session.

* Not all tutors are English majors; the director encourages students from any major who are interested in writing and working with writers to look into the training course.

* Tutors are students too.

M. CAMPUS PUBLICATIONS

The **Undergraduate Catalog** listing academic information, degree requirements, faculty and courses is available in its most current version at catalog.umaine.edu.

The **Graduate Catalog** is available in its most current version at gradcatalog.umaine.edu and lists degree programs, admissions and financial information, Graduate School policies and regulations, research resources and departments of instruction.

The **Schedule of Classes** is available in its most current version at: studentrecords.umaine.edu.

The **Student Handbook** is a comprehensive guide to student services and organizations, academic and financial information, university policy, and regulations. The handbook is available at umaine.edu/handbook.

The **Maine Campus** is the student-run newspaper with offices in the Memorial Union. For more information call 581.1273 or visit mainecampus.com.

The **Finals Schedule**, listing date, time and location of each final exam is printed at the end of each fall and spring semester by the Office of Student Records. The schedule is available at the Office of Student Records, at the Information Desk at the Union, Fogler Library Circulation and Deans' Offices.

The **Online UMS Directory** includes employee and departmental listings, Fax and TTY numbers, a safety and services directory, student and resident Hall numbers peoplesearch.maine.edu.

UMaine Today Online, a Web-based daily news service, features a summary of university-related news stories, including news releases, stories appearing in the media and campus announcements. UMaine Today magazine, published six times a year, showcases creativity and achievement at the University of Maine. An electronic version of the magazine can be found on the UMaine Today Online website, umainetoday.umaine.edu.

Le Forum is the quarterly bilingual (French and English) journal edited and published through the cooperative efforts of the Franco-American Center, the student group FAROG, graduate students from S.A.S.F.A., and the Maine community. The journal also sponsors **RAFALE**, a refereed literary magazine. Contact the Franco-American Center (581.3791) for information on these and other discrete publications.

GSG News is posted online by the Graduate Student Government. Postings include news and topics related to graduate education at The University of Maine. They also announce the deadlines for application for funding for graduate student research and travel sponsored by GSG. You can access the GSG website at https://umaine.edu/gsg/, but check Twitter (@UMaineGSG) and Facebook (http://www.facebook.com/UMaineGSG) for updates.

APPENDIX III:

TELEPHONE DIRECTORY OF HELPFUL NUMBERS ON CAMPUS

ACADEMIC SUPPORT FOR ATHLETES	
Ann Maxim, Director	581.1833
Email	maxim@maine.edu
ACCESSIBILITY SUPPORT SERVICES	581.2319
ATHLETICS, DEPT. OF	
5747 Memorial Gym	581.1052
Fax Number	581.3070
BOOKSTORE	
Memorial Union	581.1728
Fax Number	581.1132
BURSAR'S OFFICE	
100 Alumni Hall	581.1521
Fax Number	581.1474
CAMPUS RECREATION	
5797 Student Recreation Center	581.1082
Fax Number	581.4898
See also MaineBound	
CAREER CENTER	
5748 Memorial Union (Third Floor)	581.1359
Fax Number	581.3003
CENTER FOR INNOVATION IN TEACHING AND LEARNING (CITL)	581.3333
COLLEGES, UNDERGRADUATE	
Maine Business School	581.1968
Education and Human Development	581.2441
Engineering	581.2217
Liberal Arts and Sciences	581.1954
Natural Sciences, Forestry and Agriculture	581.3206
COMMUTER AND NON-TRAD. STUDENT PROGRAMS	
228 Memorial Union	581.1420
Fax Number	581.1737
COUNSELING CENTER	
125 Cutler Health Center	581.1392
Emergency Line – After Hours, Nights & Weekends (through Public Safety)	581.4040
CUTLER HEALTH CENTER	581.4000

Emergency Only	**911**
Appointments	581.4000
After hours/Nights/Weekends	581.4000
Insurance	581.4000
Immunizations	581.4005
UVAC	581.4037
Fax Number	581.3997

DEAN OF STUDENTS OFFICE

Memorial Union	581.1406

EQUAL OPPORTUNITY

101 North Stevens	581.1226
Fax Number	581.1214

FINANCIAL AID

See Student Financial Aid

GRADUATE CENTER

5755 Stodder Hall	581.3291

GRADUATE SCHOOL

5755 Stodder Hall	581.3291
Student Registration	581.3219
Fax Number	581.3232

GRADUATE STUDENT GOVERNMENT (GSG)

42 Stodder Hall	umaine.edu/gsg
President Jonathan Bomar Email	umainegsgpresident@gmail.com

HEALTH CENTER

See Cutler Health Services	581.4000

INFORMATION

	581.1110
From a campus phone	66

INFORMATION TECHNOLOGIES (IT)

17 Shibles Hall	581.2506
Media Services & Classroom Technology Support	581.2500
Email	techsupport@maine.edu

INTENSIVE ENGLISH INSTITUTE

Estabrooke Hall Room 206	581.3821
Fax Number	581.3803

INTERNATIONAL PROGRAMS, OFFICE OF (OIP)

Estabrooke Hall	581.3437
General Information	international@maine.edu
Immigration	umaineimmigration@maine.edu
Study Abroad	studyabroad@maine.edu
Undergraduate International Admissions	internationaladm@maine.edu

Fax Number	581.2920

LIBRARY

General Information/Circulation/Reserve	581.1666
Media Resource Center	581.1683
Reference	581.1673
Special Collections	581.1686
Fax Number	581.1653

RAINBOW RESOURCE CENTER

224 Memorial Union	581.9517
Email	robert.jackson@maine.edu

MAINEBOUND (Division of Campus Recreation) 581.1794

MAINE CAMPUS, Student Newspaper

Basement of Memorial Union	581.1273
Fax Number	581.1274

MAINECARD OFFICE

130 Memorial Union	581.CARD (2273)
Email	um.mainecard@maine.edu

MARKETING AND COMMUNICATIONS, DIVISION OF

5703 Alumni Hall	581.3743
Fax Number	581.3776

MATH LABORATORY

116 Neville Hall	581.3900
Website	https://umaine.edu/mathematics/math-lab/

MODERN LANGUAGES LABORATORY

201 Little Hall	581.2072
Fax Number	581.1832

MULTICULTURAL STUDENT LIFE, OFFICE OF

312 Memorial Union	581.1437
Fax Number	581.4215

NATIONAL POETRY FOUNDATION

302 Neville Hall	581.3813
Fax Number	581.3886

PARKING OFFICE

5702 DTAV Community Building	581.4047
Fax Number	581.3386

PAYROLL OFFICE (Division of Human Resources)

120 Corbett Hall	581.1581
Email	payroll@maine.edu

PRESIDENT'S OFFICE

200 Alumni Hall	581.1512
Fax Number	581.1517

PRINTING SERVICES

Keyo Building	581.3767
Fax Number	581.1321

UMAINE PACKAGE & POSTAL CENTER

151 Memorial Union	581.3727
Email	um.packagepostal@maine.edu

UMAINE POLICE

Emergency Only	**911**
Other Business-Public Dispatcher	581.4040

RELIGIOUS AFFAIRS / FAITH TRADITIONS ON CAMPUS

Website	https://umaine.edu/eo/disability-access/religious-observances-practices/

RESEARCH & SPONSORED PROGRAMS, OFFICE OF

424 Corbett Hall	581.1484
Fax Number	581.1479

RISING TIDE CENTER

102 Fernald Hall	581.3439
Email	risingtide@maine.edu

SAFETY AND ENVIRONMENTAL MANAGEMENT

Building 7 – York Village	581.4055
Fax Number	581.4085

STORM CLOSINGS

Campus closings / class cancellation	581.SNOW (7669)
Toll Free	1.800.581.SNOW (7669)

STUDENT FINANCIAL AID

Wingate Hall	581.1324
Fax Number	581.3261

STUDENT GOVERNMENT (UNDERGRADUATE)

150 Memorial Union	581.1775
Fax Number	581.4594

STUDENT RECORDS

Wingate Hall	581.1290
Fax Number: Records and Transcripts /Administration	581.1314

TUTOR PROGRAM (part of College Success Program)

104 Dunn Hall	581.2351
Fax Number	581.9395

WRITING CENTER

402 Neville Hall 581.3828
Website umaine.edu/wcenter

APPENDIX IV:

TEACHING RESOURCE LIST

The Craft of Teaching

Allen, R.R., and Rueter, Theodore. *Teaching Assistant Strategies*. Dubuque, IA: Kendal/Hunt Publishing, 1990. Addresses TA directly. "Sometimes irreverent," this book looks closely at TA effectiveness, provides information about the teaching process and adjustments in teaching practices

Astin, A. *What Matters in College?* San Francisco: Jossey-Bass Publishers, 1993.

Brookfield, S.D. *The Skillful Teacher: On Technique, Trust and Responsiveness in the Classroom.* San Francisco: Jossey-Bass Publishers, 1990.

Eble, Kenneth. *The Craft of Teaching*. 2nd ed. San Francisco: Jossey-Bass Publishers, 1988.
A classic in the field of college teaching, Eble addresses the "particulars of teaching," as well as presents alternative, stimulating approaches to teaching methods. Impressive bibliography.

Halpern, Diane F., et al. *Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World.* San Francisco: Jossey-Bass Publishers, 1994. "Exciting and highly useful....concrete information and suggestions for the improvement of teaching, student learning, and the whole educational process." Excellent, current resource for new TAs.

Hill, William F. *Learning Thru Discussion.* Rev. ed. Beverly Hills, CA: Sage Publications, 1969.
How to structure and lead effective discussion sections.

McKeachie, Wilbert, J. *Teaching Tips: A Guidebook for the Beginning College Teacher.* 8th ed. Lexington, MA: D.C. Heath, 1986.Covers a broad range of teacher/classroom related topics, introduces innovative teaching strategies, and provides overviews of theoretical work on various teaching issues. A classic in the field of college teaching.

Nyquist, D., et al. *Preparing the Professoriate of Tomorrow to Teach.* Dubuque: Iowa, Kendall/Hunt Publishing, 1991.

Selected Readings in TA Training

Rose, Mike. *Lives on the Boundary.* New York, NY: Penquin Group, 1989. Challenging personal account by the Director of the UCLAF Writing Program on the re-examination of assumptions about the capacities of students and the ways in which they are taught and tested.

Tharp, Roland G., and Gallimore, Ronald. *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context.* Cambridge: Cambridge University Press, 1988.

Teaching the Sciences and Math

Connolly, Paul, and Vilardi, Teresa (eds). *Writing to Learn Mathematics and Science.* New York, NY: Teacher's College Press, 1989. Interdisciplinary education; study and teaching of mathematics, science, and technical writing.

Douglas, Ronald G. (ed.) *Toward a Lean and Lively Calculus: Conference/Workshop to Develop Alternative Curriculum and Teaching Methods for Calculus at the College Level.* Tulane University. January 2-6, 1986 [Washington, D.C.] Mathematical Association of America, 1986.

Rossner, Sue V., ed. *Teaching the Majority: Breaking the Gender Barrier in Science Mathematics and Engineering.* Teacher's College Press; New York, 1995.

Rosser, Sue V. *Female Friendly Science: Applying Women's Studies Methods and Theories to Attract Students.* New York, NY: Teachers College Press, 1990.

Tobias, Sheila. *Overcoming Math Anxiety.* Boston: Houghton Mifflin, 1980.

Educational Information Technology

Albright, Michael J., and David Graf, (eds). *Teaching in the Information Age: The Role of Educational Technology.* San Francisco: Jossey-Bass, 1992.

Ambron, Sueann and Kristina Hooper,(eds). *Interactive Multimedia: Visions of Multimedia for Developers, Educators, & Information Providers.* Redmond, WA: Microsoft Press, 1988.

Shield, Mark (ed). *Work and Technology in Higher Education: The Social Construction of Academic Computing.* Hillsdale, NJ: Lawrence Erlbaum Associates, 1995.
In depth, expansive approach to studies of the "academic computing revolution"—its consequences, meanings and significance as a social and cultural phenomenon.

The Academic Writing Process

Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxford University Press, 1981. A classic, deals with the essentials of writing process for teachers, students. Addresses multiple drafts and methods for revision, audience, getting and giving productive feedback, writing and power through voice.

Fulwiler, Toby, and Young, Art. *Writing Across the Disciplines: Research into Practice.* Upper Montclair, NJ: Boynton/Cook, 1986.

Leki, Ilona. *Understanding ESL Writers: A Guide For Teachers.* Portsmouth: Boynton/Cook, 1992.

Walvoord, Barbara. *Helping Students Write Well. A Guide for Teachers in all Disciplines.* 2nd ed. New York: Modern Language Association of America, 1986.

Walvoord, Barbara and Lucille McCarthy. *Thinking and Writing in College: A naturalistic study of students in four disciplines.* Urbana, Ill: National Council of Teachers of English, 1990.
Co-authored by six writers from four disciplines — business, history, psychology, and biology research for this text examines teaching methods and student's strategies for learning within a particular discipline. Addresses the "power of teaching to shape critical thinking".

Williams, Noel. *The Computer, the Writer and the Learner.* London: Springer-Verlag, 1991.
This book is for "people who are using, or are thinking of using, computers in some form to teach or support writing." Not a technical manual, the book includes introductory material on fields of hypertext, networked and collaborative writing, and desktop publishing. Contains an extensive, up-to-date bibliography.

Social Issues and Gender

Auletta, Gale S., and Jones, Terry. "Unmasking the Myths of Racism" in Halpern, Diane et al. (ed.). *Changing College Classrooms.* San Francisco: Jossey-Bass, 1994.

Belenky, M., et al. *Women's Ways of Knowing: The Development of Self, Voice, and Mind.* New York: Basic Books, 1987.

Deats, Sara, and Lenker, Lagretta, (eds). *Gender and Academe: Feminist Pedagogy and Politics.* Lanham, MD: Rowan & Littlefield Publishers, 1994.

Wheeler, Charlene Eldridge. *Peace and Power: A Handbook on Feminist Process.* New York: National League for Nursing, 1991. Integrates the essence of feminist theory with practical suggestions for developing group unity, leadership skills, equal participation, decisions by consensus and how to deal constructively with conflict.

Some Periodicals Relating to Educational Issues

AAUP Bulletin
Academe
Change
Chronicle of Higher Education
College Teaching
Educational Technology
Journal of College Science Teaching
Journal of Higher Education
On Teaching and Learning
The Teaching Professor

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Cohn, C., and Buckley, J. *A TAs Guide to Syracuse University.* 1977. As cited in Syracuse University.

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Syracuse University. *Now What?: Readings On Surviving (and even enjoying) Your First Experience at College Teaching.* Graduate School & Center for Instructional Development, Syracuse University, 2nd ed., 1990, pp.102-103.

University of Florida OIR Teaching Center. *Teaching at the University of Florida: A Handbook for Teaching Assistants.* Graduate School & Instructional Resources, University of Florida.

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U.S. Department of Education. *America 2000: An Educational Strategy.* Washington, D.C.: U.S. Government Printing Office, 1990 in Alison King, "Inquiry as a Tool in Critical Thinking" in Changing College Classrooms. New York: Jossey-Bass, 1994, p.15.

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