Making the Difference:

A Comprehensive Guide for Teaching Assistants

Johns Hopkins University

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INTRODUCTION

Whatever your reasons for becoming a teaching assistant at Hopkins, there are doubtless many questions that you will have as you approach the first day of class. We have designed this handbook and an accompanying website, http://cer.jhu.edu/teaching-academy/tati, to help you succeed in making the transition from student to teacher.

This book cannot tell you how to become a good teacher—there is no one right way. New teaching assistants will encounter many different situations, depending on their experience, the demands of their departments, and the particular students gathered in their classroom. This handbook addresses teaching basics as well as the boundaries and expectations of the teaching assistant position at Hopkins. It is our hope that this manual and website can serve as a quick reference guide to answer your questions, provide some suggestions and examples, and direct you to the many resources available to TAs on this campus.

Hopkins is a unique place. The teaching environment you will be entering is that of a small school that conducts big research. A significant number of undergraduates report feeling overwhelmed by their workload, and characterize some professors as distant or unapproachable. This is where your contributions become important to the undergraduates.

As a TA, you may play a variety of roles, from mentor to confidant to disciplinary officer. You will need to bring classroom ideas and research together for the students and provide the personal contact that may only be available to them in their smaller sections and labs.

We’ve tried to cover the most important aspects of what TAs do at Hopkins and address frequently asked questions. To start, we suggest that you skim through this handbook. As each TA’s experiences and challenges will be different, it is likely that not all of the sections will apply to your particular situation. Reread the sections that seem most useful for the teaching that you will be doing at Hopkins.

The Center for Educational Resources (CER) has posted a copy of this manual (with active hyperlinks) along with other materials you might find helpful on the CER’s TA training website (http://cer.jhu.edu/teaching-academy/tati). These materials include links to other teaching resources and videos from the TA Orientation sessions for you to draw upon whenever you need reassurance or ideas on how to deal with students in the classroom. This manual also has large outside margins so that you can take notes or update information that changes over the course of the next year. The CER, the Graduate Representative Organization (GRO), and Hopkins are making TA training a priority, and we urge you to take advantage of the resources offered.

Teaching can be a rewarding experience if you choose to make it one. Successful teaching depends upon your attitude. Remember that you are not alone in this experience; you have plenty of resources at Hopkins, beginning with this handbook and website. Draw on the experiences of others by talking with your professors, your peers, and even your students. If you maintain the idea that you, your professors, and your students are all working toward a common goal, you will do well.
Quick Start Guide

Becoming an Effective Teaching Assistant at Johns Hopkins: Commonly Asked Questions from New Instructors

Q. What do I do on the first day?
A. The first day is just like any first meeting—you want to make eye contact! Begin to learn the names of your students by making a seating chart. Go around the room and ask students to introduce themselves. Use index cards to record their names, email addresses, majors, major advisors, and fields of interest. Introduce yourself and write your name, office hours, and email address on the board. Consider whether you will give out your personal phone number. If you do, specify when students may call or text you. Specify when you will answer email. Set the rules; take charge. Distribute the syllabus and answer questions. Explain your grading and late policies.

If you want to be creative, you could lead a low-key classroom activity that introduces and engages the main themes of the course. For example, show a movie clip that addresses the course’s prominent themes and ask the students to discuss the film’s interpretation or distribute a short reading or excerpt and introduce students to basic analytical skills. Such activities will give you a sense of the experience and skill level of your students.

Q. How do I make students more attentive?
A. By paying attention to them as individuals. If possible, learn their names by the second time you meet. This requires some planning and memorization, but it is a good investment. It sends the message that you care about them, and that they are accountable to you, their teacher.

Listen to them. Seek to understand their questions and concerns in class, and be willing to allow their contributions and statements to motivate class discussions and activities rather than adhering to a set class plan. Be flexible.

Q. How do I get students to participate?
A. Encourage participation by articulating your expectations. Explain that a certain portion of the course grade depends on class participation and that both good answers and good questions “count” as participation. It is useful to put these expectations in writing, in a handout, to pass out at the first or second class meeting. If no one volunteers to speak, ask a specific student, by name, for an answer to a direct question.

Make it clear that the classroom is an interactive environment that requires everyone’s involvement. Do not allow negative trends to develop (such as a few students dominating discussion, or a fully silent section), or students will adapt to these situations and make it more difficult for you to change the dynamics later. Establish the setting you want within the first few meetings.
Q. How do I get students to stop talking?

A. Create silence. When they find they are the only ones talking during lectures, they will stop. If they continue to distract you, call them to your office and tell them that they are being unfair to the other students. If the problem persists, you may ask the students to leave the class. Don’t hesitate to speak with the professor if you need further advice.

Q. What if a student doesn’t show up to class?

A. Students have lives outside the classroom. A student may fall ill, drop the course, or change sections due to scheduling problems. If you learn students’ names, you can contact them and remind them that attendance is expected or mandatory and will figure into their grade for the course. But first ask the student if there is anything wrong. You should notify the professor and Academic Advising if a student is persistently absent from your class.

Q. What if a student’s behavior is erratic, disruptive, or withdrawn?

A. Notify the professor in writing, and ask the student to see you during office hours. If for any reason you are uncomfortable seeing the student alone, ask another TA or the professor to meet with you, or meet in a public place. You should always notify the professor and Academic Advising if you feel overwhelmed by or confused as to the nature of the problem.

Q. How do I motivate students to submit their work on time?

A. Make the rules clear in writing. Explain to your students that you need time to read their work. Reciprocate by returning assignments within two weeks or less. Inform them of the consequences for handing in late assignments. Establish rules that are appropriate for your discipline. Most importantly, follow through to reinforce your rules.

Students like to test their instructors. If you allow a few late assignments, students will increasingly fail to meet deadlines.

Q. How do I give students criticism?

A. Always start with encouragement: “You have some fine ideas here. To bring them out more clearly, you need to pay greater attention to your sentence structure.” Or, “I think you see where this experiment is going, but let’s go back to your technique, so we can see what went wrong.” Be specific. Students need to know what they are doing correctly and what they need to improve. Don’t just criticize—help students build on their mistakes and find a new direction for their work.

TA TIP

“If you ever make a one-on-one arrangement with a student, PUT IT IN WRITING! All you need to do is to email the terms of the arrangement to the student, prefacing the email with phrases like "Just to be clear," or "Just to reiterate." If you fail to do this, the student will invariably change the terms of the agreement, claiming that he or she misunderstood.”

Craig Hollander, History
Q. How do I deal with cultural and gender differences?

A. *Get to know students as individuals*, not as members of a racial, gender, or ethnic group. Find out their interests, strengths, and weaknesses, and respond to these attributes. Avoid showing favoritism or personal dislike. Do not adopt stereotypes and assumptions about students.

Q. Are there tricks to staying well-organized?

A. *Write things down*, and keep your notes in one place. Use an appointment book or calendar app to track your schedule. Be sure to take accurate attendance and to record when assignments are submitted. At the end of the day or working session, write down two or three things to do when you begin again. Return phone calls and email promptly, i.e., within 24 business hours. Get enough sleep and exercise.

Q. How do I set limits on my relationships with students?

A. Make it clear at the outset that you are their teacher, not their parent, their friend, or their servant. Tell them when and how they may contact you, and politely remind those who trespass on your private life of your availability. Then make sure that you are responsive during those times. Many new TAs find it works well to ask students to address them more formally, for example, as Ms. Keeler or Mr. Lee, rather than using first names. Make sure they know your preferred name; write it on the board the first few times you meet with them. If you dress in a more businesslike manner than is the rule for graduate students, you help students define you as the instructor. If a student becomes too familiar or casual for your comfort, try addressing the student formally, e.g., Mr. Rivera or Ms. Taheri. If a student appears afraid to talk with you, consider relaxing formalities just a bit.
YOUR ROLE AS A TEACHING ASSISTANT

YOUR EXPECTATIONS FOR THE SEMESTER

Before you start the semester, consider two things: advance preparation for the work of teaching the section or course and what you want to get out of teaching it. In terms of workload, be realistic about how much time it will take to prepare for class, to run lab sessions, or to correct thirty ten-page papers on the War of 1812. Talk to TAs who have assisted with this class before you to get a sense of the advance preparation is required. In terms of your own expectations, decide what you want to get out of teaching, and what you want to share with your students. A passion for learning is the most important thing to give them, but you may have other goals, such as improving their writing or teaching particular concepts. Thinking in advance about what you want them to take away will help guide your preparations.

STUDENTS’ EXPECTATIONS OF YOU

Students expect organized class or lab sessions, defined goals, relevant feedback, and sufficient access to you, the TA. The following are some tips for meeting these expectations.

What’s the Point? Informing students of the objectives of learning particular material can help to connect the subject matter to students’ interests, making the semester more productive for all of you. Address this question not once, but as often as relevant—even every week.

Be Prepared! Obtain personal copies of all course readings before the course begins. Ask the professor or department administrative assistant if desk copies have been ordered. If the publisher does not provide free copies, find out if you can purchase a copy from the bookstore on the department account. You should check into the availability of required readings in the bookstore and at the reserve desk in the MSE Library (MSEL). Ask the professor if he or she requires certain materials to be placed on reserve.

It is always good policy to prepare several classes in advance, in case you misjudge how much material you’ll have time to cover. Having extra material ready will help you to overcome anxiety and establish your self-confidence. You may not need it, but you’ll have it ready. Plan discussion topics that are both engaging and relevant to the course.

Check Student Life Policies, the rulebook for undergraduates, for information pertaining to such subjects as add/drop deadlines and the deadline for filing Incompletes.

Be Enthusiastic! Students want an instructor who engages with the subject matter and makes it relevant to them. Communicate what you find fascinating in the course material, such as personal or historic anecdotes on the subject, or biographical information about the persons being studied. Use relevant videos or images. Consider what drew you to the field, and share that passion with the class.

UNDERGRADUATE STUDENT HANDBOOK

http://e-catalog.jhu.edu/undergrad-students/student-life-policies/
Encourage Class Participation You can elicit participation from students in many ways. Making participation part of the grade can leverage your requests for input. Calling on students by name may be an effective way to draw out some quiet ones but may embarrass others. You can offer a way out by letting students pass when you call on them. Find some merit in every response and acknowledge that the student has participated.

Don’t Try to Be Their Friend Some new TAs worry about what their students will think of them. Don’t get caught up in this by trying to be overly friendly with the students or to come across as cool. It is not your job to be liked. You are their instructor and sometimes that means having expectations that may not be popular with your students. Fairness and dedication to the subject are more likely to win students over than attempts to fit in with them.

Professors’ Expectations of You

Start the semester with a clear understanding of what the professor expects of you, ideally with an in-person meeting. Plan to meet with him or her on a regular basis throughout the semester. Be sure you understand what your role is from the beginning. Don’t be afraid to ask for help if you feel that you need guidance or clarity on a professor’s policy. Professors sometimes get overwhelmed with email or responsibilities, but if you need answers to a question about teaching, it is your job to persist until you get it. Know when the professor is available and find out the best way to contact her or him when you need immediate feedback. Get to know other faculty members and department staff so that you have additional people you can talk to about the class if necessary.

At your initial meeting, make sure you understand the professor’s goals for the course and your responsibilities as a TA, including how much time you are expected to commit to the work and how much freedom you will have in shaping your section or lab. Don’t forget to clarify administrative details, such as grading and attendance policies. You need to know if the professor has strong feelings on whether an average paper gets a “C” or a “B.” You should also agree on the number of office hours you will hold per week and on administrative policies, such as penalties for tardiness to class and late papers. If there are several sections in the course, meet with the other TAs to coordinate policies.

It is important to clarify how to handle student complaints. One potentially contentious area is ethics. Be sure to discuss issues of academic integrity with the course instructor and other TAs before the first day of class. By taking a firm stand on ethics, you ensure equal opportunities for all students. For more information on how to deal with ethics violations, see the chapter on “Ethics and University Policies,” p. 57.

Remember that for students you are likely more accessible than the professor. If a potential problem arises with a student, be sure to share it with the professor.

Undergraduate Teaching Assistants

Some departments find it necessary to hire undergraduate teaching assistants to fulfill all their teaching positions. In addition, undergraduate TAs may co-teach with graduate TAs in some courses. Note that the university policy is that undergraduates should not be involved in grading in a course in which they are a TA.
PREPARING FOR CLASS

Being a teaching assistant can be time-consuming, but it doesn’t have to overwhelm you. This section offers some ideas about fitting TA duties into a busy schedule.

BUDGETING YOUR TIME

Plan Ahead Before the course begins, meet with the professor and set clear expectations for the term. (See “Professors’ Expectations of You,” p. 14.) With a TA’s job, as with any job, there should be clear and mutually understood expectations.

Contact Previous TAs In some courses, the TAs are responsible for much of the administrative work, such as putting books on reserve, setting up the course Blackboard site, making copies, or reserving audiovisual equipment. To anticipate the amount of time that a particular course might require, talk to students who have previously taught the course or for the professor.

Schedule Your Week Make a plan of action. Create a list of everything you need to do in the coming week. Estimate how long each activity will take. Be sure to build into your schedule adequate time to prepare for class, especially reading the materials.

Prioritize the list and arrange tasks into the time you have available. Schedule high-priority items and fit lower-priority items into leftover blocks of time.

With the plan of the week in front of you, tighten up your schedule to eliminate dead time. For example, consolidate time on campus by scheduling your office hours immediately after lecture or section.

SETTING LEARNING OBJECTIVES

Regardless of the course, you will have a multitude of objectives to meet throughout the semester. Learn to prioritize, or you will misuse valuable time, energy, and resources.

Broad course goals state what topics or issues will be addressed, but they do not clarify what students should learn from the course. This is why it is essential for you as a TA to specify or clarify learning objectives for your course.

Developing Learning Objectives Taking the opportunity to clearly convey objectives will prove helpful in generating exams, assignments, or other evaluation tools for your course. Well-written objectives include the following:

- A clear explanation of what the student should learn or accomplish.
- A statement of the circumstances in which the student should be able to know or accomplish a given goal. Circumstances illustrate the instructional resources offered to students throughout the course.

TEACHING TIP

You should consider distributing a list of objectives, perhaps as part of your syllabus, to your students at the start of the semester or a course section. This list will give students a sense of what is expected of them and will help them direct their efforts in navigating through the course. You may also include objectives on assignment sheets, so students know what is expected for each assignment.
A statement of the measures that will be used to assess the material that has been learned or accomplished. You must also clearly convey how well the student should perform on a given evaluation in order to establish a minimum acceptable level of performance for accomplishing your objectives.

In addition to curriculum objectives, which encompass the course material you expect students to learn, you may also develop objectives outside the curriculum, such as certain technical, reference, or interpersonal collaborative skills.

Clearly conveying your expectations of students will allow for more time spent on meeting your objectives.

**Writing a Syllabus**

Many professors will already have a syllabus for their course; however, you may have to draft one yourself. The following is a checklist to help guide you.

**Logistics** Include the names and contact information of the professors and TAs along with the location and times of lectures, labs, or sections.

**Contact Information** Let the students know the best way and time to get in touch with you.

**Learning Objectives** You or the professor should review these in the first class, but they should be included in the syllabus so that students can link their work and the delivery of course content to overarching goals or themes.

**Prerequisites** Be sure students are aware of previous knowledge they need or courses they should have completed before enrolling in the course. If they somehow enrolled with insufficient background, be ready to point your students to resources where they can augment their knowledge on their own. Be clear on the professor’s policy on admitting students without prerequisites, and refer ambiguous cases to him or her.

**Assignments and Readings** In addition to the weekly assignments, tell students where they can find the required reading, such as in the bookstore, the library, electronic reserves, a course packet, or a course website. Be clear about when assignments and readings are due. State whether readings are to be completed before or after each class. Also, be clear on how assignments are to be turned in, whether in class, through Blackboard, or by email.

**Grades** Outline how students will be evaluated and what papers or exams they will have to complete. Describe these tasks, how they will be graded, and how much each is worth as part of the overall course grade. Review and enforce the professor’s policy on grade appeals.

**Course Policies** Include clear policies concerning attendance, late assignments, and other rules in the syllabus. Consider making the last page of the syllabus a contract that students must sign and return to you, saying they have read and understood the syllabus and agree to comply with all policies.

**University Policies** Include University statements on ethics and diversity and inclusion (refer to pg. 57). Also include a statement on accommodations for students with disabilities (refer to pg. 59). Include the policy on plagiarism as well.

**Resources** It’s a good idea to consider student needs for additional resources and assistance, such as tutoring or counseling, and list the appropriate offices and contact information. You can find information about these resources in this manual (see “Additional Teaching Resources,” p. 43).
PREPARING COURSE CONTENT DELIVERY

Depending on the course in which you are a TA, you may or may not have to prepare to deliver course content (e.g., giving lectures or leading discussion or active learning sections). If you do, following are tips to get you started. If you are unsure or uninspired, talk to the professor or last year’s TAs.

Set Objectives Make a list of what needs to be accomplished in the section hour. This should be driven by the course syllabus (see section on “Setting Learning Objectives,” p. 15).

Develop a Lesson Plan Prioritize the items on your list of objectives. Then chart the basic flow of the ideas to be covered in the section, including time for questions and discussion.

Include “Soft Time” Build flexibility into your section schedule. This is particularly important at the beginning, when you are still figuring out how much material you need to fill a section hour. Don’t cram too much material into one section, but also have backup material prepared in case the you finish early. Students in sections have different personalities, and some classes may move more quickly than others. This is normal.

Practice If you are overseeing a lab, run through it ahead of time. If you plan to give a lecture or explain a particular concept at length, practice before hand to time yourself. You will be surprised how different the material sounds and how much longer it takes when you say it aloud. Always speak more slowly than you think is necessary – you don’t want to rush through the material.
IN THE CLASSROOM

THE FIRST DAY

The first class provides an opportunity to set the tone for the semester. The following are some pointers to help you start the semester on the right foot.

BEFORE THE FIRST CLASS

Make a handout with your name, the course name and number, and your contact information (email, campus address, office location, and office hours). Think twice about sharing your phone number as students may feel they can text you at any time and expect an immediate answer. Set expectations about how quickly and when you will respond to emails. Include administrative details, such as late penalties and grading criteria, even if they are on the course syllabus.

Get to the room at least fifteen minutes early to address problems, arrange chairs, organize notes and papers, and write announcements on the board. Make sure that you and the classroom have the appropriate equipment to conduct your instructional activities. This includes making sure that everything is operating properly and that your laptop and mobile devices are compatible with the technology in the room. Visit the classroom before the start of the semester to ensure compatibility. Know the contact information for technical support for the building should problems arise.

AT THE FIRST CLASS

Use the first class to get to know students and to introduce yourself to them. Let the class know what you study, how long you have been at Hopkins, and what your background or interest is in the subject of the course. Then turn the tables on them. Specify what you want to know and ask targeted questions, going around the room so that everyone speaks. For example, asking “How does this class relate to your personal interests and plans?” can elicit interesting answers from students.

Have information ready about assignments, tests, and grading prior to the first class. If you are teaching outside your area of expertise, you may feel some discomfort, but you do not need to share this with your students. Develop some background before your first section, and realize that, although you may not be teaching in your area of specialization, you have the general disciplinary skills that are essential to assisting and directing your students. If you are a nineteenth-century historian teaching early modern European

Notes
history, you can still rely on your historical and scholarly training to help you give your students guidance.

**What's Happening?** Provide a thumbnail sketch of the broad goals of the course and what you expect students will learn from studying these concepts. You will need to show students that you are well prepared and believe the course is significant enough to demand your energy and time.

**What Are Your Expectations?** Explain your criteria for classroom participation, assignments, and grading. It is not enough to say that you expect students to be prepared for class—you have to spell out exactly what level of preparation you expect from them. Include information about issues such as late penalties, style requirements, and attendance. Make a handout that defines the rules for working together on labs, homework assignments, problem sets, and papers, as well as studying for exams.

Finally, **S-L-O-W DOWN!** New teachers—especially on the first day—have a tendency to rush through material. Pause to elicit questions and reemphasize important points.

### Establish a Classroom Climate

It is your responsibility to make sure that everyone in your class is afforded the same educational opportunities. Here are a few things you should keep in mind as you prepare to set the tone in your classroom:

**Be Aware That You Have Power** As a TA, you may often forget just how intimidating, even stifling, your authority can be. Though you may feel insecure, you have power over the students through your grading, knowledge, and expertise. Keep this in mind.

**Be Clear About Your Role in Order to Avoid Misunderstandings** Undergraduates find it helpful for the TA to outline his or her role early in the semester, to clarify standards and expectations directly, preferably in writing. This can include whether you will read early drafts of papers and how far in advance you would want to see them. As a new TA, you may find yourself rewriting your students' written work, offering answers that they can figure out on their own, or capitulating to students' efforts to gain your sympathy and extend deadlines. If you find this happens frequently, you need to go back and re-evaluate your role as a TA. It may be useful to review the objectives you have formulated for the course. Your job is to foster student learning of the course material, not to be a friend or to do the students' work for them.

**Learn Students' Names** Use students' names as much as possible. Check attendance. Return homework individually. You can ask students to fill out cards with their names and information so you have a complete class list that you can use to jog your memory. Take advantage of the student photos and background academic information that are available online in the Registrar's Student Information System (SIS). See: [http://help.sset.jhu.edu/display/FAC/Home](http://help.sset.jhu.edu/display/FAC/Home).

**Listen to and Understand Your Students** Often a student is satisfied just knowing that someone in power has listened or understood his or her concerns or opinions. Respecting students and addressing their concerns can build mutual respect that will carry over into the classroom. Here are some tips to help you show students that you are respectful and care about them:

- Establish eye contact with students, both individually and in groups.

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**TA Tip**

“I try to memorize each student’s name as quickly as possible, and in one large class got their permission to take their pictures with them holding name cards in front of them so that I would have flashcard pictures to practice memorizing their names at home!”

Amy Breakwell, History
• Be mindful of students’ body language. Slouching, fidgeting, sleeping, or chatting are indications that students are not paying attention, do not understand the material, or are bored. Rather than ignoring this body language, try changing your teaching strategy, or asking if there are questions.

• Avoid being condescending. Examples of outright authoritarianism and manipulation of students by TAs are rare, but students may perceive an attitude of superiority on the part of their TAs.

• Be aware of favoritism and fairness. If students are not coming to see you during office hours or seem uncomfortable speaking with you, ask why and make provisions to accommodate them. A more detailed discussion of favoritism and fairness in the classroom can be found in the “Ethics and University Policies” section of this manual (refer to p. 57).

Arranging the Classroom Seating is a crucial part of the classroom environment, and it can help foster or deter classroom activities. It is crucial that students are clearly within eye’s view of the blackboard and the instructor. You may also alternate seating arrangements to facilitate different types of interaction.

Soliciting Student Input Here are some tips to help you encourage as much student input as possible without allowing the class to stagnate or be dominated by a few vociferous students:

• Avoid asking questions that single out students. The result may be humiliating for the student and embarrassing for you.

• Be alert for ways to include reserved students in class activities.

• Support students in pursuing and reasoning through their own ideas.

• Set expectations for class discussions to ensure civility and respect for differing opinions.

CONDUCT

Absences
You are likely to run up against students who do not attend class regularly. On the first day, indicate to students that you and the professor insist on attendance and that you do not condone lateness to class. Be specific about your policies, and articulate clearly penalties for tardiness. It’s easier to prevent a problem than to deal with it after it develops.

Of course, some students have legitimate excuses to explain their absences (e.g., serious illness, religious holiday, death in the family). These reasons must be respected. In cases of excused absences, it is the student’s responsibility to notify the faculty and teaching assistants of upcoming holidays or events and to make arrangements to complete missed assignments or exams.
DIFFICULT STUDENTS
Most TAs, sooner or later, will encounter the consummate obnoxious student. This student may do a number of things to bother you and disrupt class. Some students are rude to their classmates or to the TA; others monopolize class discussion. First, consult with the professor or other experienced TAs, as they may have tips to help you. Then, you might ask to see the offending student after class to discuss the behavior.

TAs should also use their authority to prevent any one student from antagonizing, interrupting, or confronting classmates. Keep the classroom atmosphere conducive to learning. Ensure that a lively debate does not become a personal battle. Even the subtlest sexist, racist, xenophobic, or homophobic comments should not be tolerated. If you think that such a comment was made out of naiveté, then correct the student gently; if the comment was made maliciously, use sterner methods to demonstrate unequivocally that such behavior is unacceptable.

ATTENTIVENESS IN THE CLASSROOM
Explain to students on the first day that you expect their undivided attention during class. Urge them to respect both you and their peers. Students occasionally disrupt class discussion by having separate conversations, texting, or doing other work. Do not ignore or tolerate this type of behavior.

LATE WORK
First and foremost, be sure you understand the professor’s late assignments policy. The most important rule for a late policy is to establish it clearly before the course begins and to explain it explicitly, both in writing and verbally. Then stick to it.

WHAT AFFECTS THE CLASSROOM ATMOSPHERE?
As a TA, you will find it helpful to be aware of the following common expectations that students bring to the classroom. Whether you choose to uphold these expectations or alter them, it is useful to address these three points. Keep in mind that students come from different cultural or educational backgrounds, and may not implicitly understand what you require.

Egalitarianism In the classroom, a high level of student participation is often expected and is calculated as part of the final grade. In other classroom situations, however, student questions and comments during class may be regarded as disrespectful interruptions. Be sure to acknowledge these distinctions and articulate your expectations for active student participation.

Individualism In a Hopkins classroom, some students expect individual attention and to be rewarded for independent thinking while some instructors prioritize group efforts over individuality and reserve the highest praise for teamwork, cooperation, and emulation. Again, clarify your expectations.

Informality Students and TAs at Hopkins generally expect a casual class environment. Recognize that this is not the case at every institution of higher learning; students from other cultural backgrounds may have different expectations.

FIVE STEPS TO A BETTER CLASSROOM ENVIRONMENT
The following tips can help you establish an open and comfortable environment for all students in your classroom:
**Know Yourself** Where do your own values fall on the spectrum from egalitarian to hierarchical, from individualism to cooperation, from informal to formal?

**Be Explicit About Your Expectations** Be clear about class dynamics. By what name should students call you? Do you invite student participation? Student discomfort during section is often a result of not knowing what the TA expects.

**Show Respect and Be Friendly** Treat all students with respect. Make eye contact to prevent students from feeling invisible or alienated. Be aware, however, that prolonged eye contact can make some students uncomfortable.

**Never Assume** Make a deliberate effort not to accept racial, national, or gender stereotypes. Believe in the capabilities of all of your students and challenge them all to work hard and do their best.

**Get to Know Your Students** Encourage students to come to office hours, or schedule mandatory conferences. One-on-one, you can ask students about their educational backgrounds and preferred learning styles.

**Teaching Methods**

You can’t be all things for all people, but using a variety of teaching techniques will reach more students and serve as a wake-up call to inattentive students.

**Foster Collaborative Inquiry** Students retain more when they are active learners, forming questions—and answers—for themselves. Rather than telling them what questions they need to answer, create assignments or encourage class discussions that require students to come up with the questions as well as the answers.

**Encourage Individual Thought** Require students to come to class with written questions. Ask questions that necessitate reflection and discussion rather than factual regurgitation. If a question only has one right answer, it may not be the best question with which to begin a discussion.

**Provide Models of Good Work** Students need models of good work to guide them. Take note when a student does something positive, and provide examples of what to emulate. You may also want to provide self-generated examples of what not to do.

**Personalize Lessons** Instead of giving every student or group the same assignment, have them choose relevant topics of their own interest to explore, applying lessons learned from class.

**Keep Course Material Fresh** Whenever possible, incorporate current events or topics of interest to students in your discussion or assignments. Consider consulting with your MSE subject librarian to find out what resources are available. You may also consider the use of multimedia sources, such as blogs or YouTube videos, explaining topics related to the course. Don’t be afraid to try new teaching techniques or resources in the classroom. At the same time, don’t underestimate the value of more traditional learning methods.

**Diagnose and Cure Frustration** Students who are lost and discouraged may not know where to start. Build their confidence by providing opportunities to succeed in intervals, breaking down course material or assignments into manageable parts.
**Build a Solid Foundation** Begin by asking some straightforward questions on the basic facts. Once the class has the facts, it can then build skills towards interpretation.

**Basic Skills and Techniques**

**Blackboards** Use the board sections in a structured and orderly way. Use headings so that students, copying down what you write will understand to what your notes refer. Remember not to talk while your back is turned. The ensuing pause gives students a chance to catch up with the lecture. Write clearly in a readable size. Walk to the back of the room after class and see what you can read, or ask during class if everyone can read what you wrote. Don’t erase anything until all the boards are filled. Put important concepts in boxes or use colored chalk for emphasis.

**PowerPoint** If you use PowerPoint offer hard copies in advance of the lecture so students don’t spend the class transcribing slides. As with the blackboard, be clear. Keep the information on each slide concise, highlighting the salient facts, and avoid overly busy and text-heavy slides.

**Time Management** Basic rules: Come early, start on time, end on time, and leave late. By coming early, you are able to greet entering students and get prepared. By starting on time, you reward students’ timeliness. By ending on time, you maintain sanity.

**Office Hours** Office hours are probably the most important opportunity for student-TA contact. Choose a quiet, comfortable, and accessible location, such as departmental lounges or campus cafes during off-hours.

Write your office hours on the board for the first two or three sections and include them on your general handout. Let students know that they can schedule a special meeting if they can’t make your regular hours. To encourage students, some TAs make one visit per term a class requirement. In all likelihood, though, student visits will come in bunches. You can expect anxious students in your office before exams or as deadlines approach for assignments.

Office hours can also be an opportunity to discuss how students are dealing with issues. Keep a list of campus resources readily available so that you can refer students to programs that offer special assistance, such as assistance for ESL learners, tutoring, writing help, and counseling.

**The E-Office** An easy and effective way to stay in touch with students is through email. For some students it is a less intimidating channel of communication. Email might also save you some time commuting to campus to respond to easily answered questions.

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**Teaching Tip**

Group work can be an effective way to encourage students to interact with their peers and receive feedback on their ideas or writing. It also encourages shy students to come out of their shells. Provide well-structured activities and clear expectations to keep group work focused.
Adobe Connect Another option you may want to explore to communicate with students outside the classroom is an online collaboration platform called Adobe Connect. You can learn more about this tool, which permits real-time audio and video communication and document sharing, through the Center for Educational Resources website at http://cer.jhu.edu/resources#adobeconnect.

Teaching Tips

Talk with the instructor before you consider distributing hard copies of PowerPoint slides. Some instructors prefer to make copies available after class in order to encourage attendance and attention in class. Other faculty prohibit distribution of slides altogether to prevent them from being passed on to students in the future.

If you are sharing your office with other TAs, be sure to arrange non-conflicting office hours. If you don’t have access to an office, avoid scheduling office hours at campus cafes during busy times of day when you may have trouble finding a table. Avoid the morning coffee rush and lunchtime.

There are good reasons to avoid using your personal email for student interactions, particularly if you are managing a class with large enrollment. You don’t want these messages to get lost in an already overflowing inbox. You might consider creating a separate email account for your student-related communications, or better yet, use the Blackboard course site for student communications and submission of assignments. This will alleviate the possibility of students using technical malfunctions (i.e., forgetting to add attachments to an email) as an excuse for late submissions or failing to turn in the assignment. A JHBox account (https://it.johnshopkins.edu/services/collaboration_tools/jhbox/index.html) can also be set up for submitting assignments.

Dealing with Concerns or Emergencies

Most of the time, your classroom will be filled with healthy students whose biggest concern is what is going to be on the next test. As a TA, however, you should be aware of how to handle certain emergency situations. In this section, we give an overview of how to handle medical emergencies, concerns about the health and safety of your students, and unsafe classroom environments.

Medical Emergencies in the Classroom

If a student in your class has a medical condition for which your assistance might be necessary, they are instructed to bring you a letter at the beginning of the semester that outlines how to handle an emergency situation. For example, if a student has an allergy and must carry an EpiPen, they will most likely inform you during the first week of class and give you instructions on how to help if they are unable to take care of the situation themselves.

However, sometimes students fail to notify you or have a medical emergency that arises out of the blue. If a student becomes seriously ill, faints, has a seizure, or there is another type of medical emergency, you should immediately call campus security or 911. When calling 911 from a campus phone line, you will be directly routed to the campus security office which will dispatch security officers (all of whom have basic first aid training) as well as the Hopkins Emergency Response Organization (HERO) or Baltimore City emergency personnel. More likely, you will be using a cellphone. Depending on the severity of the circumstances you can call campus security first and they will dispatch personnel and call 911 if needed. Or you may opt to dial 911 first, followed by a call to alert campus security to the situation.

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<tr>
<th>Emergency Phone Numbers</th>
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<tr>
<td>Campus Security</td>
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<td>Emergency</td>
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JHBox account (https://it.johnshopkins.edu/services/collaboration_tools/jhbox/index.html) can also be set up for submitting assignments.
CONCERNS ABOUT A STUDENT?

Your students might come to you with problems or concerns. Undergraduate students may feel more comfortable talking to you instead of the professor. Occasionally, they might come to you with problems that are bigger than grade changes or questions about class notes. If a student comes to you with a problem that you aren’t sure how to handle, you can always talk to the instructor of the course for suggestions on what steps you should take. You can also contact the following people, who are happy to provide you with suggestions or take the steps to provide help to students in need.

### RESOURCES FOR CONCERNED TAs

<table>
<thead>
<tr>
<th>Office of the Associate Vice Provost/Dean of Student Life</th>
<th>Mattin Center, Offit Building, Suite 210</th>
<th>410-516-8208</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising:</td>
<td>Krieger School of Arts and Sciences: Garland Hall, Suite 3A</td>
<td>410-516-8216</td>
</tr>
<tr>
<td>Assistant Dean of Academic Advising James Fry</td>
<td><a href="mailto:jfry6@jhu.edu">jfry6@jhu.edu</a></td>
<td>410-516-8216</td>
</tr>
<tr>
<td>Whiting School of Engineering: Shaffer 103</td>
<td><a href="mailto:mjweise@jhu.edu">mjweise@jhu.edu</a></td>
<td>410-516-7395</td>
</tr>
<tr>
<td>Assistant Dean of Academic Advising Janet Weise</td>
<td></td>
<td>410-516-7395</td>
</tr>
<tr>
<td>Counseling Center: 1 East 31st St. N200</td>
<td></td>
<td>410-516-8278</td>
</tr>
<tr>
<td>Executive Director Matthew Torres, Ph.D.</td>
<td><a href="mailto:mtorres5@jhu.edu">mtorres5@jhu.edu</a></td>
<td>410-516-8278</td>
</tr>
<tr>
<td>Student Health &amp; Wellness Center: 3003 North Charles St. N-200</td>
<td><a href="mailto:rkeil@jhu.edu">rkeil@jhu.edu</a></td>
<td>410-516-8270</td>
</tr>
</tbody>
</table>

IF SAFETY IN THE CLASSROOM IS COMPROMISED

Unfortunately, safety inside of the classroom is not always guaranteed. As a TA, you should be aware of the classroom climate and on the lookout for students who have issues that might escalate into an unsafe situation. Keep an eye out for warning signs, such as mood changes, challenges of authority, or conversations you overhear that raise concerns.

Of course, there are not always warning signs, so you should know what to do if there are ever situations in the classroom in which your students’ and your safety is compromised. In these situations, contact emergency personnel as quickly and as safely as possible.

When calling 911 from a campus phone, you will be directly routed to the campus security office, which will dispatch security officers as well as the appropriate emergency personnel. If you are calling from a cellphone, you should either call the campus security emergency phone number, 410-516-7777, or 911 as soon as safely possible.

Calling campus security is optimal because they will immediately dispatch officers to your location as well as contact the appropriate authorities or emergency personnel. However, time is of the essence in these situations, and you should call whichever resource is easiest.

### EMERGENCY PHONE NUMBERS

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<thead>
<tr>
<th>Campus Security</th>
<th>410-516-7777</th>
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<tbody>
<tr>
<td>Emergency</td>
<td>911</td>
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</table>
**TIPS FOR SPECIFIC FIELDS**

The roles of teaching assistants are as varied as the many academic departments that have TAs. We recommend that each TA find out exactly what is expected by his or her department and the class instructor. Whatever your responsibilities may be, the following paragraphs offer advice on how to prepare for some of the important duties that you may encounter as a TA.

**DISCUSSION SECTIONS**

Discussion sections can take a number of forms. You may use the time in a physics class to go over problems, in an English class to analyze and discuss literature, in a sociology class to explain and dissect theories. Regardless of the specific goals of your section, you will help students to improve their skills in writing, speaking, thinking critically, and solving problems if you teach strategies that actively engage them in learning. One effective way of promoting active engagement is to provide students with opportunities to talk about what they are learning in the classroom through a discussion section. Discussions engage students, help the class to examine and clarify confusing concepts, and frequently raise valuable questions.

**Goals of a Discussion Section**

- Give students opportunities to apply lecture concepts.
- Allow students to cooperate and learn from each other.
- Increase students’ sensitivity to other points of view and alternative explanations.
- Allow the TAs and instructor to gain feedback on how well the objectives of the course are being attained.
- Provide motivation for further learning.

**Starting a Discussion**

There are a number of techniques you can use to open up a discussion. Here are a few examples:

- Ask open-ended questions that get students thinking about relationships, applications and consequences.
- Show a short video or distribute a relevant news article or blog post and ask for reactions.
- Provide questions that highlight important ideas in the next lecture to form the basis of the next class discussion.
- Have students write about an idea or question for a few minutes at the start of class.
- Have students bring in discussion questions of their own. Be clear that these questions should elicit class discussion rather than serving as a recapitulation of lecture material.
- Assign questions or tasks for small groups to work out. This may help shy students feel less inhibited about contributing. Provide structure for these group activities, or they may lose focus. Circulate around the room to monitor activity.
- Ask for reactions to specific portions of assigned readings or lectures.

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**TEACHING TIP**

Remember that discussion isn’t about you communicating with your students; it is an opportunity for students to share ideas. It’s not a discussion if you are doing all or most of the talking.
Moderating a Discussion

As a TA, you may find discussion sections to be seriously misnamed—especially if they are filled with awkward and long moments of absolute silence as you face a room of blank stares. Because of the potential for awkwardness, some new TAs may wonder how there possibly can be enough to say to fill the discussion period. With some practice, you should be able to initiate a student-driven discussion that is merely guided by you.

Be Prepared

Review the lectures and reading material prior to the section and, whenever possible, have written examples of the material for reference.

Be Respectful

Avoid being condescending or acting like a know-it-all. Chastising students for wrong answers may stifle future discussion.

Establish a comfortable, collaborative classroom atmosphere that encourages students to share ideas. Provide considered, reflective responses to student discussion, and respectfully correct or redirect students whose comments are misdirected or off-base.

Avoid getting defensive or hostile when a student challenges your opinion or expertise. Remember that your students come from diverse backgrounds and not all of them will share your ideology. One good response to a challenge from a student might be “Good, I’m glad we’re hearing different opinions on this subject. Are there others?” Welcome the disagreement; it can lead to a productive conversation.

Stay On Topic

Explain the topic of discussion in advance.

Designate a certain amount of time to spend on each topic. However, you should leave yourself some flexibility in case the discussion is engaging students.

Write key facts or information on the board as they are brought up, as visual reminders.

Make concrete observations that tie comments back to the topic.

Ask Questions About Students’ Questions

Rephrase students’ questions to make sure that you understand what they are asking.

At the end, ask if you answered their questions.
Wait for Answers

A lull in the discussion could mean that the students need a moment to digest what they’ve heard. When you ask a question, wait for students to respond until it is clear that you are expecting an answer. If you run out of material before the end of class, ask your students if there are other topics they would like to discuss.

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<th>TEACHING TIPS</th>
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<tbody>
<tr>
<td>If a student is unclear about your response to his or her question, spend some time after class or during office hours going over the question. You do not want to waste valuable class time trying to answer the question of a single student.</td>
</tr>
<tr>
<td>If students still do not talk, don’t be afraid to call on individual students. Students will come better prepared to engage in discussion if they know there is a chance they will have to speak in front of their peers.</td>
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<tr>
<td>If you plan on giving students assignments, make sure you get approval from the instructor and that the assignments are stated on the syllabus. You want to avoid changing expectations or creating unanticipated work in the middle of a semester.</td>
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</table>

Weekly Assignments

Add short weekly assignments to ensure that students will do—and think about—the readings in preparation for discussion. You can ask students to write up discussion questions on the reading, write a short paragraph about their position in relation to the reading, etc. You may want to ask them to email their assignments in advance of class, so you come to section aware of what interests your students.

Assign one or two students each week to be a discussion leader or moderator. This puts some responsibility on students to guide discussion and may encourage participation by having students suggest the topics they feel are important or relevant.

Have students bring to class a question on the weekly assignment, an answer to a question you posed the previous week, or a problem from the homework that they found challenging and would like to discuss.

Encourage Attendance and Participation

Make sure that you are clear about attendance requirements from the very first day.

Address attendance problems with both the student and instructor.

Encourage attendance and participation by including required assignments or presentations that will make up part of the final course grade.

Stress the importance of class participation in the final grade to encourage reluctant students to speak up during class.

Make it clear that attendance does not count as participation; students should not only show up but also thoughtfully contribute to class activities.

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<th>TA TIP</th>
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<tr>
<td>“Many classes require a participation score, which can be tricky to calculate. I’ve found it is helpful to keep careful track of attendance, as well as some specific notes on student participation throughout the semester. That way, at the end of the semester, you aren’t just basing class participation on a gut feeling – and you have some backup in the event that a student disagrees with your assessment!”</td>
</tr>
<tr>
<td>Katie Gray, History</td>
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</table>
Lecture Courses

The central objective of a lecture is to communicate a set of concepts to an audience of undergraduates. In this section, we have attempted to outline several principles that successful lecturers tend to use.

Planning the Lectures

The lecture process begins long before class convenes. Thorough preparation and organization of ideas makes lecturing easier for both the lecturer and the audience.

Plan Without Over-Planning

Reading from a transcript of your lecture can be deadly. Make an outline and use notes instead.

Practice giving the lecture to make sure that the content is well organized with a clear and persuasive argument.

Work from notes, but devote most of your energy to presentation and engaging students.

Liven Up the Material

Focus on the particular aspects of the material that personally interest you.

Intersperse the lecture with references to your own life, students’ personal experiences, or concrete and current examples of the themes.

Illustrate examples with diagrams, slides, images, videos, demonstrations, cartoons, or case studies.

Delivering the Lectures

Being well prepared before your arrival to the lecture is half the journey. The other half is delivery – you must make sure that the time you spent in preparation is not wasted. Fortunately, there are some tools and tricks that will contribute to a successful delivery of the material.

Preview and Review

Start the lecture with an overview of what will follow.

Emphasize how each lecture fits into the larger picture of the course as a whole.

Display an outline. Refer to it as you move from point to point.

Pause along the way to review what you have covered up to that point.

Know Your Voice

Speak clearly, slowly, and loudly enough to be heard.

Check to be sure your students can hear you, and that you are not speaking too fast.

Listen for distracting speech patterns, such as repeatedly saying, "Um", "Uh-huh," or "You know," or using the same phrases frequently.

Don’t lower your voice towards the end of a thought.
Repeat Important Concepts

Use tactics to alert students that the concepts about to be introduced are important, such as writing key phrases or themes on the board, or announcing, “This is a key theme we’ll see repeatedly.”

If appropriate, tell students that a particular concept is important for an upcoming assignment or exam.

Acknowledge Your Weaknesses

When a student asks a question to which you don’t know the answer, do not attempt to fake an answer or avoid the subject.

Admit that you are not sure, promise to find the answer, and get back to the student and the class promptly.

Imitate Good Lecturers

Take a minute to think about instructors you’ve really liked, and assess what it was that made them effective lecturers.

LABORATORY SECTIONS

Teaching a lab section can be a truly enjoyable experience. In a lab, students are active participants in what they learn. Instead of merely absorbing knowledge, students have the opportunity to gain firsthand experience in a given scientific field. Laboratory work helps to animate abstract concepts and teach practical techniques. But, most importantly, labs teach students about the process of being a good scientist. This process includes everything from keeping a detailed lab notebook to working collaboratively.

First Day of Lab

You should realize that for some of your students, this might be their first lab class. Emphasize important policies, such as “Lab notebooks must never leave this room,” or “Open flames are allowed only in the hood.” You may want to hand out a sheet of your own design that details what you expect of students. This would include policies on grading and attendance as well as suggestions about how to format their lab reports. Include a sample lab report for guidance, as students may be unfamiliar with this style of writing.

Preparing for a Lab

Preparation is essential to running a lab smoothly. Being familiar with the experiment in principle is not enough. Ideally you should run the entire experiment from start to finish yourself before attempting to instruct anyone else in its finer points. When this is not possible, familiarize yourself with all of the equipment and make sure you know how to operate it. Read the lab manual thoroughly, and make sure you are prepared to explain confusing concepts or procedures.

In some departments, the professor or head TA will demonstrate experiments before each class. This is useful, but not always sufficient preparation. Set aside a specific time each week to prepare for the lab. Make a point of talking to TAs who have already taught the lab and find out what students found difficult. Remember that your students will be less efficient than experienced scientists.

Student Preparation

Students who have reviewed lecture notes and the lab manual will have a greater understanding of the day’s experiment than those who come to lab unprepared. Ensure that students are familiar with the lab before they come to class by giving a short quiz based on the techniques and concepts introduced
in the lab manual, or having students come to lab prepared with a statement of the experimental purpose and procedure.

**Supervising the Experiment**

Make contact with each student as the lab progresses to be sure that he or she is on the right track. As a lab TA, you will need to help students recover from experimental errors, but, at the same time, you should encourage independence. Inquire about the results of intermediate steps. If they’re way off, allow them some extra time to uncover the mistake on their own, but don’t leave them floundering for too long. Feel free to give them hints along the way.

Realize that you cannot help every student at once. Encourage your students to seek advice and compare results with each other when you are not available. You may even want to have students perform the experiment in small groups or pairs. In this way they can help each other learn the material, share equipment and preparations, and answer each other’s questions.

**Safety in the Lab**

Carelessness, lack of preparedness, and ignorance of safety procedures can be disastrous and result in injuries. Be aware of the safety guidelines and procedures at Johns Hopkins University in case of an accident. As the person in charge, you may be called upon to act reasonably and quickly in the case of a chemical spill, fire, explosion, ingestion of or contact with a toxic substance, or any of a number of other hazardous situations. Be prepared for such situations and respond accordingly, after making sure the appropriate safety personnel are contacted.

When it comes to handling dangerous materials or equipment in lab, you should always assume that your students did not read the safety warnings in the lab manual. Point out how toxic materials should be carefully handled and how they should be disposed of properly. Inform students about dangerous combinations of chemicals and dangerous lab practices. Demonstrate potentially tricky techniques. Most importantly, give students instructions on how to deal with possible problems and how to contact campus safety and security. Don’t forget to point out safety showers, eye wash stations, and fire extinguishers.

A detailed safety manual and Material Safety Data Sheets (MSDS) are available from the Office of Safety and Environmental Health; the Homewood office is located in the Wyman Park Building, Suite G04. Seminars on lab safety are offered periodically; see [http://www.hopkinsmedicine.org/hse/training](http://www.hopkinsmedicine.org/hse/training) for more information. In case of an emergency call campus security. They will, in turn, contact the appropriate emergency personnel and direct them to your location on campus.

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**EMERGENCY PHONE NUMBERS**

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<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Campus Security/ First Aid/HERO</td>
<td>410-516-7777</td>
</tr>
<tr>
<td>Biosafety Officer</td>
<td>410-955-5918</td>
</tr>
<tr>
<td>Office of Safety and Environmental Health (OSEH)</td>
<td>410-516-8798</td>
</tr>
<tr>
<td>Maryland Poison Center</td>
<td>1-800-222-1222</td>
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“W” Courses

The writing intensive requirement at Hopkins is as follows:

To encourage excellence in writing across disciplines, the University requires all undergraduates to take a number of writing-intensive (W) courses. The University defines a writing-intensive course as one in which students produce at least 20 pages of finished writing over multiple assignments, usually three or more papers; instructors respond to students’ work in written comments, in conference, or both, and students have at least one opportunity to receive feedback on a draft and then revise. A writing-intensive course does more than assign writing; it guides students’ practice in writing and makes writing an integral part of the course.

In addition to the reviewing the approaches outlined in this booklet, TAs who teach W courses may attend the session on evaluating writing assignments at the CER’s TA Orientation in September.

Teaching a “W” Course

Sequence Writing Assignments

A W course should be designed around a coherent sequence of assignments that builds both content knowledge and writing skills at the same time. In such a sequence, each assignment builds on the ones before it, and pre-draft assignments, class discussions, and in-class workshops are designed to help students master the intellectual and rhetorical skills they will need to write their papers. Here are a few principles to keep in mind:

- **Work backward from your goals; create small assignments that develop the skills needed for the final assignment.**

  What is the most advanced assignment of the course? Let’s say it is an 8 to 10 page argumentative essay, based on both primary and secondary sources, that asks students to enter a critical controversy and argue their own points of view. For this assignment, you must teach your students how to analyze a primary source, how to evaluate an argument, how to structure an essay, how to integrate and document sources, etc. Folded into these intellectual skills are other skills, such as summarizing and writing clear sentences. Your assignments should develop these skills individually, or in more limited assignments, before asking students to practice them simultaneously in the final paper.

- **Start small, and break down assignments into smaller, more manageable parts.**

  While students may be overwhelmed by a large and complex assignment, they can succeed when the task is broken down into manageable parts. If the final paper will be an 8 to 10 page argumentative essay, you may ask students in the first assignment to write a short analysis (graded or ungraded) of a single, primary source. Then, building on that initial assignment, and using a mix of graded and ungraded writing assignments, you can bring your students to the point where they can comfortably take on that final paper. In rough outline, such a course sequence might look like this:

  - Paper 1: analysis of a primary source, 1-2 pages (ungraded)
  - Paper 2: analysis of a primary source, 3-5 pages (graded)
  - Paper 3: evaluation of a secondary source in relation to a primary source, 5-7 pages (graded)
  - Paper 4: argument using primary and secondary sources: enter a critical debate, 8-10 pages (graded)

For information about writing courses

Patricia Kain, Director
Expository Writing Program
Gilman Hall 13
410-516-7545
kain@jhu.edu
http://krieger.jhu.edu/ewp/
Define your terms, and use examples.

Don’t assume students know what you mean by the words summary, analysis, synthesis, argument, report. You must define the genre and its constituent elements. For instance, what do you mean by thesis? What constitutes evidence (this is both a disciplinary question and an assignment-specific question)? How does structure manifest itself? And what does structure look like in a lab report, in a close analytical reading of a literary text, in an argument about a public policy issue? Define your terms, and provide concrete examples that show students what you think is good and what they are aiming for.

Bring Writing Into The Classroom

By asking students to write in class, you can begin to model for students the role that writing plays in your discipline. Here are a few suggestions:

- **At the beginning of class, ask students to write for three to five minutes on some aspect of the reading you will discuss that day.** You may simply ask students to respond to the reading (especially if the reading is provocative or troubling), or you may put a specific question on the board to help stimulate and focus discussion. For instance: What strikes them as the most puzzling (questionable, important) passage in the text? What do they see as the author’s key claim, and why? Ask them to identify an important underlying assumption the author makes, or to name a particular point in the text with which they agree (or disagree), and briefly explain. How does this reading relate to (support, undermine) theory X that they discussed last week?

  Brief in-class writing exercises help students focus on the subject, stimulate discussion, and promote writing as a means of thinking. You might use in-class writing exercises to get started, to switch gears in the middle of class, or to give students a chance to sum up their own thoughts at the end: what do they want to take away from class today? Such exercises are ungraded.

- **Another way to make writing part of students’ in-class experience is to discuss the readings as writing.** How does the article/essay/argument/theory work as a piece of writing? What is the author’s strategy for setting up the beginning, establishing context, letting readers know what’s at stake? What are the author’s sources of evidence, and how does he or she use them? How does the author handle transitions? Structure the essay? Anticipate counter-arguments? This approach won’t work with all readings, but many theoretical and argumentative texts—secondary sources in general—can do double duty as models for the intellectual and rhetorical moves you want your students to practice. Also, by asking students to consider the work they’re reading as writing, you engage students as fellow writers in the same scholarly enterprise.

- **Choose secondary readings with which students can engage analytically.** If a secondary reading is too sophisticated or difficult, or if students do not have access to the data on which it is based, students will be unable to grapple with the text in a meaningful way, and you will spend much of class time attempting to explain what the text says rather than guiding students’ evaluation of it.

- **Make students’ writing the subject of class activities.** When you assign writing, whether pre-draft assignments or complete papers, you can turn students’ writing into an important text by setting up a class workshop. If, for example, you ask students to summarize a text in one paragraph (a good pre-draft assignment for a synthesis or an analysis), you can read two or three of the summaries in class and consider, in a class discussion, how well they fulfill the criteria you established for a summary. Or you might put students in pairs and ask them to read each other’s summaries, again in terms of the established criteria. There are no grades on such pre-draft assignments; the dual aim is to help students get a clear grasp of the source and improve their writing.
You can arrange workshops for pre-draft assignments (paper proposals, tentative theses), parts of drafts (introductions, body paragraphs), or whole drafts. If you use whole drafts, students will need to read them ahead of time (they can email them to each other or post them on a class web site), but in any case, you will need to establish clear guidelines—both the specific purpose of the workshop and the logistics. Setting up such in-class workshops gives students the opportunity to receive constructive feedback from interested readers, teaches them that writing is a process involving revision, and takes their work seriously as writing meant for readers. Workshops also afford all participants the opportunity to see how fellow writers approached the same writing task and to practice their skills of textual analysis.

**TA Tip**

“If you’re teaching a writing-intensive course, it may be a good idea to establish a policy on the reading of drafts. To be fair to all students, I advise either limiting the number of drafts you will read for each assignment or the number of pages of the draft (for instance, the first two pages) you will read. You can also offer your office hours as the forum in which to discuss revisions. This policy will help to control your workload and will treat all students fairly by setting the same limits for all.”

Caroline Arden, Writing Seminars

**Respond To and Evaluate Written Work**

**How You Respond Depends on the Goal of the Assignment**

When you respond to students’ writing—whether by email, in conference, or in written comments on their papers—keep in mind the purpose of the assignment and what students are supposed to gain from it. If the writing is a short, in-class exercise, the purpose may simply be to stimulate class discussion (see the section above), in which case the interaction with classmates’ ideas is both purpose and response. Nothing further from you is needed. If, on the other hand, the assignment is a pre-draft that asks students to summarize in a paragraph the main argument of one of the readings, students need to know whether they have provided an accurate account of the argument. If they have, that is all you need to say, though you might add a word of praise: “Good job. You get Levy’s main argument exactly.” If students miss the argument or only have part of it, say that, and send them back to the text—there’s no point in asking students to critique an argument if they don’t have a clear understanding of what the author is arguing.

**Use Pre-Draft Writing Assignments to Keep Students on Track**

Pre-draft writing assignments are useful checkpoints for students and for you to make sure students are on the right track. If you assign students to develop a tentative thesis (or two), you can use their assignments in class to discuss what makes a good thesis for the paper in question. And you can comment on their individual assignments by making suggestions that will help strengthen their thinking and, when needed, send them in more fruitful directions. Responding to students’ writing is part of the ongoing dialogue of the course and an important means of teaching. It is also evaluative; your responses are guided by your judgment about what is working well, what isn’t, and how students might improve. Teaching in this way integrates the criteria for evaluating the final product into the process of producing the product.
Use Grades to Reinforce What Students Have Learned

When students submit their papers to you for grading, the teaching continues. If you determine grades based on how well students fulfill the criteria for the assignment—the criteria you taught—then grades become more than vaguely positive or negative reinforcement; they become an important teaching tool, a means of reinforcing the specific lessons and writing values that you teach. Students may not like their grades, but they should understand them in the terms of the course. That means you should explain the grade (A-, B, C+) in a note that provides students with an analysis of both the strong points of the paper and the weak points of the paper, that is, what could be improved to lift it to a higher level.

Ideally, such an endnote should be typed, should address the student respectfully and by name, and should refer concretely to the paper. It’s useful to number the paragraphs (or have students do it) so that you can refer to specific sections. For instance, if one of the best parts of a paper is the student’s use of evidence in paragraphs 4-6, tell him or her that. You might also contrast that strong section with the weak use of evidence, or the lack of evidence, in paragraphs 7 and 8 so that the student can see, in the context of his or her own paper, where the use of evidence is effective and where it is not. In general, your endnote should:

- Evaluate the paper in the terms of the assignment
- Point to what the student did well
- Explain the weaknesses and the consequences of the weaknesses (why the failure to provide necessary background, for instance, undermines coherence)
- Consider how the student writer can improve

This last point regards the student as a writer whose learning and practice are not bounded by this single assignment, and it locates grading in the context of your teaching.

Tips on Writing Endnotes

Take steps to make sure that you are fair to the entire class when writing endnotes. For instance, avoid spending so much time in the writing of one note that you neglect other students’ work. You may also want to establish a grading time limit for writing endnotes on papers. You will need to modify this limit, of course, depending on the paper, the goal of the assignment, and the needs of the student. An endnote on a 2 to 3-page paper is going to take less time than a note on an 8 to 10 page paper that’s worth a substantial percentage of a student’s final grade. As a general rule of thumb, 20 to 40 minutes should be sufficient for the writing of most endnotes, and if you are going well over that on every paper, you may need to work faster.

Timing yourself as you write can help you avoid the situation of spending too much time on the first papers and not enough on the last ones. You might also jot notes to yourself on a separate piece of paper as you read so that you can more quickly determine the two or three main things you want to tell the student in your endnote. And, finally, if you get stuck on a paper, set it aside, go on to the others, and return to the problem paper later. Once you’ve read half of a set of papers, typical difficulties start to become clearer, and you can work more quickly.
**The Art of Problem Solving**

Problem solving sections tend to be more interactive by their nature. The role of a TA in such sections also changes from one of being a sage, providing answers to students, to the role of a coach, teaching students how to find solutions on their own. TAs in problem solving sections need to be able to teach the approach to solving a problem. This may involve breaking down a problem into small parts, linking to previously covered topics, using proper terminology and nomenclature, and basically untangling the problem for the students. The attitude of the TA is key to running successful problem solving sections.

**Do’s and Don’ts of Problem Solving**

**DO**

- Prepare well.
- Identify elements of problems and where potential pitfalls may lie for students.
- Have material ready that is similar to homework problems.
- Engage the class to take ownership of the work and encourage class participation.
- Teach students how to think.
- Design your boards well.
- Design your explanations and introduce topics to students.
- Be what you are – adapt your style for clarity.
- Pay attention to the needs of your students.

**DON’T**

- Lecture to the students.
- Provide answers to your students.
- Skip parts of explanations – what may be evident to you may not be for your students.
- Rush through your explanations – check for student understanding at each step.
- Hide errors – if you encounter a problem or question you cannot answer, tell students you will look into it and get back to them at the next session.
EVALUATING YOUR STUDENTS AND YOUR TEACHING ABILITIES

PREPARING EXAMS AND PAPER TOPICS

An important part of successful teaching is successful assessment, and you will, at some point, be faced with this challenge. The evaluation and grading process entails much more than merely marking answers right or wrong. Homework, papers, and exams provide important feedback to students about their level of learning through grades, comments, and suggestions. Similarly, they provide feedback to you about your effectiveness as a teacher. Here are some important ideas that you will need to keep in mind, no matter what type of exam you are writing:

Timing Be mindful of the amount of time a student will have to answer a question. For example, a carefully reasoned essay should take about 30 minutes to complete.

Administrative Details Establish both the format of the examinations and the grading criteria at the beginning of the semester.

Variety Attempt to rearrange the logic and the requirements of questions so that the general concepts remain the same, but the specific details or cases change each year.

Proofread Your Questions There is nothing worse than a question that students cannot muddle through because of typing errors, a confusing structure, or grammatical problems.

Take-Home Exams The take-home examination is a good format for seminar courses because it can test a high level of complexity and specificity. It is also a good option when the final exam accounts for a substantial portion of the course grade, because it allows students ample time to produce their best work.

ESSAY AND SHORT ANSWER QUESTIONS

Designing Questions That Work

Within each question, limit the number of sub-questions.

Each question should attempt to get students to integrate two or three broad themes in the course.

Play around with the format of questions: for example, combine short-answer questions or identifications with an essay-length question.

Give students some options, such as choosing to answer one of two essay questions.

PAPERS

There is a substantive difference between assigning one large final paper and assigning a series of shorter papers over the course of the semester. The one-paper approach can be effective for advanced students. However, to ensure adequate guidance and progress throughout the semester, and as a check against plagiarism, you should require a sequence of steps along the way. For instance, you might ask students to turn in a research question or proposal, an annotated bibliography, a draft beginning or a tentative thesis, a presentation on the research, or a draft before the final paper. The alternative approach is to assign shorter papers at first, either as sections of a longer paper or as separate assignments,
which will allow for feedback throughout the semester. This approach helps students, in 100- and 200-level courses especially, to develop as writers within the context of your discipline.

**DESIGNING WRITING ASSIGNMENTS**

Decisions about how you will use writing in your course and how you will design writing assignments are determined by the discipline, the level, and the aims of the course. What do you want the writing assignments to accomplish? Work backward from your goals, and design your assignments to help students achieve those goals.

Sequence your assignments, and start small. Whether you’re teaching an introductory course or a more advanced course, you can profitably use a mix of ungraded and graded assignments to help students master the intellectual and rhetorical skills they will need to write the largest and most complex assignment of the course.

If you provide a series of questions to help focus students’ thinking, state explicitly that you do not expect students to answer every question but rather to formulate an arguable thesis in response to some of these questions. Otherwise, you may get papers that merely list answers to each question.

For more information about writing assignments, see the section on “W’ Courses.”

**TRUE/FALSE AND MULTIPLE-CHOICE QUESTIONS**

**Types of Questions and Reasoning** True/false questions generally test facts and definitions, while multiple-choice questions can be used to test the correct use of facts, definitions, concepts, or abstract thinking. Both types should be used only when there is a clear “right” answer.

**How to Write Questions**

Avoid qualifying terms like “may,” “some,” or “to a considerable degree.”

Do not create false statements from true statements through the use of negatives (e.g. “True or false: It is not the case that X = Y”). Instead, use straightforward declaratives (e.g. “True or false: X = Y”).

Make an effort to be truly random in the pattern of correct answers. If a, b, c, and d are possible answers, have the letter of the right answer change from one question to the next.

The answers (d), “all of the above,” or (e), “none of the above,” can be helpful if used sparingly.

**GRADING**

Grading is an important part of your teaching. When responding to students’ written work and assigning grades, keep in mind the purpose of the assignment and what you want students to learn. Here are a few guidelines:

**Grade What You Teach** If you determine grades based on how well students fulfill the criteria for the assignment—the criteria you taught—then grades become an important teaching tool, a means of reinforcing the specific lessons and principles you teach. Students may not like their grades, but they should understand them in the terms of the course.
Be Consistent If you base grades on the criteria for the assignment, your grading will be clearer and more consistent. When you’re grading papers, you can speed up the process and increase consistency by reading through several papers before commenting or assigning grades. This will help give you a sense of the papers as a group, of how they compare, and of what characterizes the stronger papers. After you finish grading (but before you finalize the grades), it’s a good idea to double-check papers in the same grade range to make sure they are commensurate.

Respond in Writing Commenting in the margins of written work can help you track the work as you go, but be sparing with margin comments. (You might make notes for yourself on a separate sheet of paper, and then put only those comments in the margins that address important points.) Keep margin notes in the margins—don’t write all over papers. Explain the grade in an end note that provides students with an analysis of both the strong points and the weak points of the paper. Make sure to mention what could be improved to elevate the grade to a higher level.

Keep Accurate Records Have a system, maintain the security of your records, and make sure you have a backup or copy. If attendance and participation are factors in final grades, for instance, make sure you record attendance at every class (not later). Record the submission of all homework and pre-draft assignments on the days you receive them. Also, if you ask students to submit an electronic version of their papers in addition to a hard copy, you will have an accurate record of when all papers were turned in. Retain your attendance and grade sheets after the course is over.

Stay Current With Grading The information you provide to students by responding to and evaluating their homework, pre-draft assignments, tests, and papers is an important part of your teaching. It helps you and students keep track of what they’ve learned and what they still have to learn. This information must keep pace with the course.

Have a Clear Policy on Re-grades If your course allows re-grades, put your policy in writing, in the syllabus, and make sure your grading criteria are clear (see above). If you find mistakes, correct them. If you’re unsure of how to handle a grading problem, refer the student to the professor.

EVALUATING AND IMPROVING YOUR TEACHING SKILLS

Don’t punish honest criticism. To keep things on an impersonal basis, encourage students to keep written evaluations anonymous.

Criticisms are not personal attacks. Put comments into a larger perspective—one that encompasses the performance of the professor, you, and the students.

Show that you take evaluations seriously. The more you do this, the more likely you are to get thoughtful feedback.

Get feedback throughout the semester. It can be very helpful to take the midterm exam, yourself, so that you can make adjustments as you go.
Sources of Information

Students
If you encourage students to see you individually during a semester, you can use these meetings to ask them about your work, too. To help stimulate discussion, depersonalize your questions (e.g., “Was this assignment unclear? Why?”) You could also take a few moments during class to talk with all your students about how the course is going.

Anonymous written comments often allow students to be more free and thoughtful. If you want to write your own evaluation form, ask questions that are both specific and open-ended, such as: “Were comments on papers or exams helpful?” “To what extent was the TA approachable?” or “Did the TA encourage participation? How?” Also, you might consider using one of the Mid-Semester Evaluation forms provided in the Appendices (p. 65).

Faculty and Peers
Form a Peer Review Group with fellow TAs in which you each take turns sitting in on each other’s classes. Such processes provide relatively unbiased commentary on specific classroom practices and expose people to a variety of teaching styles and techniques. There is also a lot to be learned from faculty about teaching. Some faculty members make a habit of visiting TA discussion sections or labs and offering commentary. Being observed and evaluated by a faculty member can be more stressful than being observed by a peer, but the potential reward can be worth the trouble.

Self-Evaluations
Video and audio taping sections are two ways for you to see how others see you. Observing yourself can lead to some startling discoveries about how you interact with your students. Sit down and think about what the information you are gathering is telling you. If a discussion or lab goes particularly well or poorly, take some time to think about why – and what you could have done differently. If attendance or participation is low, get some feedback from students and make changes. Learning to teach is like learning anything else – it’s an ongoing process that requires constant effort.
**ADDITIONAL TEACHING RESOURCES**

**CENTER FOR EDUCATIONAL RESOURCES**

The Center for Educational Resources (CER) staff are available to help you with questions you have about teaching. The mission of the CER is to partner with educators (both faculty and graduate student teaching assistants) to extend their instructional impact by connecting innovative teaching strategies and digital technologies. The CER is jointly sponsored by the Krieger School of Arts & Sciences, the Whiting School of Engineering, the Sheridan Libraries, and Hopkins Information Technology Services. CER staff offer a variety of services and resources for teaching assistants ranging from course management system training and assistance with using the Turnitin plagiarism prevention service and clickers, to making available for temporary loan cameras, clickers, laptops and tablets for teaching purposes, and a mobile computing cart. A multimedia lab is also available for use.

**TRAINING RESOURCES AVAILABLE FROM THE CER**

**BLACKBOARD COURSE MANAGEMENT SYSTEM TRAINING**

Blackboard is the course management system used on the Homewood campus. It is a web environment that enables faculty and graduate students to organize online course materials, utilize course tools and interact effectively with students via discussion boards. When used to its full potential, Blackboard can be an effective tool for the classroom. The CER offers both online and hands-on training for faculty interested in incorporating the program into their course. Links can be found on the CER website.

**ON-DEMAND INSTRUCTIONAL TECHNOLOGY HELP**

The CER provides assistance when you need it and where you need it. Request a consultation in your office, or stop by the CER anytime between 9 and 5.

**THE INNOVATIVE INSTRUCTOR**

This series, available through the CER website and in print form in the CER (located on Q level of MSEL), is a forum for articles on teaching excellence at Johns Hopkins University. Written by Hopkins faculty and campus instructional technology experts, the goal is to increase communication about effective teaching solutions and how to achieve them. Through these articles instructors can share successful teaching strategies, learn what colleagues are doing, and discover new technologies and skills for the classroom or professional development.

**THE INNOVATIVE INSTRUCTOR BLOG**

The Innovative Instructor Blog ([http://ii.library.jhu.edu](http://ii.library.jhu.edu)) builds on the successful print series of the same name focusing on Pedagogy, Best Practices, and Technology. Blog posts cover topics such as active learning, assessment, use of case studies in instruction, classroom management, instructional design, how to engage students, grading and feedback, collaborative learning, leading discussions, hybrid instruction, and teaching methods. Posts are written by JHU faculty, staff members in teaching and learning centers, post docs, and graduate students. If you have a teaching-related topic that you
would like to share, please contact Macie Hall at macie.hall@jhu.edu. Or contact her if you have an issue or subject you would like to see covered in a future post.

**Technology resources available from the CER**

**Equipment Checkout and Multimedia Lab**
The CER has educational technology equipment available for temporary loan to faculty and graduate TAs who are teaching a class. There is equipment to aid in recording: camcorders, digital audio recorders, microphones, and cameras. There is equipment to assist with teaching: portable clickers, surface computers, and individual laptops. There is also a laptop cart with up to a dozen laptops to augment the available computer classrooms. A small multimedia lab with powerful computers and Adobe Creative Cloud software can also be reserved. Loan periods vary and may require faculty sponsorship.

To reserve equipment for loan or space in the Faculty Multimedia Lab, visit the CER website and look under Tools & Tech for Equipment Loan. [http://cer.jhu.edu/tools-and-tech/equipment](http://cer.jhu.edu/tools-and-tech/equipment)

**Technology Fellowship Grant Program**
The Technology Fellowship Program is a mini-grant initiative designed to help Hopkins faculty develop digital course resources by combining their instructional expertise with the technology skills of graduate and undergraduate students. The focus of this program is to create instructional resources that support undergraduate education. Faculty and students work together to develop projects that integrate technology into instruction while enhancing pedagogy, increasing or facilitating access to course materials, encouraging active learning, and promoting critical thinking and/or collaboration among students. The project website is [http://cer.jhu.edu/programs-and-services/techfellows](http://cer.jhu.edu/programs-and-services/techfellows)

**Instructional resources available from the CER**

**Educational Tools**
The Center offers assistance with the Turnitin plagiarism detection service, Panopto for lecture recording and streaming, and the in-class voting student response (clicker) system.

The CER has developed and made available to instructors a web application, Reveal, for annotating content using images, audio, and video resources to illustrate visual relationships. See: [http://cer.jhu.edu/tools-and-tech/reveal](http://cer.jhu.edu/tools-and-tech/reveal).

**Communication Tools**
The CER will provide interested faculty and TAs with an orientation to Web conferencing and collaboration with Adobe Connect and Skype.
THE JHU TEACHING ACADEMY

The JHU Teaching Academy serves as an exceptional graduate and post-doctoral fellow professional development program. The mission is twofold: to support the learning experiences for undergraduates by training graduate student teachers; and to prepare graduate students so they may thrive in higher education as academic professionals once they graduate.

The Teaching Academy offers Ph.D. candidates and post-doctoral fellows, from all divisions across Johns Hopkins University, college teacher training and academic career preparation opportunities through courses, workshops, teaching practicums, teaching as research fellowship appointments, and individual consultation. The Teaching Academy is administered through the Center for Educational Resources (CER) in the Garrett Room of the Milton S. Eisenhower Library on the Homewood campus.

PROGRAMS OFFERED

There are four programs offered by The JHU Teaching Academy.

PREPARING FUTURE FACULTY CERTIFICATE PROGRAM

A certificate program for graduate students and post-doctoral fellows that provides an introduction of sound pedagogical practices, explores different educational models, and helps participants acquire teaching and assessment skills through courses, workshops, and by working with faculty teaching mentors in a classroom, online course or laboratory environment.

TEACHING INSTITUTE

The Johns Hopkins Teaching Academy offers a three-day teaching institute to graduate students and post-doctoral fellows to advance the development of university-level educators by enhancing classroom teaching skills. The three-day event is packed with information, hands-on experiences, tools, and resources. It is our hope that participants will benefit from getting to know one another and working together in a learning community comprised of fellow future faculty preparing for their initial teaching assignments.

TEACHING-AS-RESEARCH FELLOWSHIPS

Teaching-as-Research (TAR) is the deliberate, systematic, and reflective use of research methods by instructors to develop and implement practices that advance the learning experiences and student outcomes. The TAR@Hopkins program is open to graduate students and post-doctoral fellows across the university; TAR fellowships carry a stipend awarded upon submission of a final report and presentation.

TEACHING ASSISTANT TRAINING INSTITUTE (HOMEOOD CAMPUS)

The Teaching Assistant Training Institute provides formal training for graduate students to assist them in preparing for their teaching assignments, both at Johns Hopkins and in their future academic careers (See next page).
Teaching Assistant Training Institute

The Teaching Assistant Training Institute was formed to enhance the instructional experience of undergraduate students and to introduce Hopkins TAs to good instructional theory and practice.

Responsibilities assigned to TAs vary by department. Some are the sole instructors for a course; others lead laboratory exercises, run discussion sections, create and grade exams, or perform other course-related educational and administrative functions. These responsibilities are critically important to the smooth delivery of undergraduate education at Hopkins. Moreover, such activities provide an opportunity for graduate students who expect to pursue full-time college or university teaching to practice designing and delivering effective undergraduate instruction.

Programs Offered

There are four components to the TA Training program.

Fall TA Orientation for First-Time TAs (required session)

More than 200 graduate students attend this event each year. New TAs are introduced to the administrative landscape of the TA at Hopkins through a mandatory plenary session. The focus of this event is on preparing TAs for their immediate instructional teaching assignments.

Fall Introductory Topics for First-Time TAs (required session)

The plenary session is followed by a series of seminars covering a variety of issues for first-time TAs, including “Preparing for the First Day,” “Supporting a Lab,” “Leading Effective Discussions,” “Evaluating Writing Assignments,” “The Art of Problem Solving Instruction,” “Teaching with Library Resources,” and “Teaching with Technology.”

Eyes On Teaching (optional)

A workshop series repeating topics given at TA orientation plus additional topics, targeted primarily at those with little or no formal training as educators, is offered during the academic year. These workshops are designed as a general preparation for instructors (current or future) to teach independently and effectively at the university level. The workshops are open to all graduate students and to others with instructional appointments at JHU, and will have added value for those developing a teaching portfolio. Go to http://cer.jhu.edu/teaching-academy/events#eyes to register.

Preparation For University Teaching (elective course)

A formal course offered in the spring semester for graduate students. Participants in the course engage in peer-to-peer teaching and have the opportunity to be videotaped and critiqued on their lecture presentations. The emphasis of the course is on lesson and course preparation, presentation skills, the effective facilitation of discussions, and the development of self-assessment techniques. The course is offered through KSAS (360.781) and WSE (500.781) and carries one credit.

Contact: Richard Shingles, Ph.D., B.Ed.
410-516-4679
tati@jhu.edu
http://cer.jhu.edu/teaching-academy/tati
TA Manual

The TA Training Institute also maintains this document, the graduate teaching manual “Making the Difference.” This is a handbook of information on teaching resources available at Hopkins. The manual also contains discipline-specific tips. To obtain a hard copy of the TA Manual, if you are reading it online, drop into the Center for Educational Resources office, Quad level of the MSE Library.

Support of TA Training: Teaching Associates

Teaching Associates are graduate students who are models for good teaching practices within the university. The Associates maintain TA training materials, give workshops on teaching, and help advance knowledge about good teaching. The Associates are employed by the CER for one year beginning in June. Applications for Teaching Associate positions are made available starting in April.

Consultations

The TA Training Institute will work with departments, graduate student groups and individuals to further the instructional training of students. Contact Richard Shingles at TATI@jhu.edu to schedule an appointment.

Graduate Admissions in Arts & Sciences and Engineering

The Graduate Admissions Office for full-time graduate programs in the School of Arts and Sciences and the School of Engineering maintains a website with useful information for Johns Hopkins full-time graduate students at http://www.grad.jhu.edu/. The site includes information on housing, living in Baltimore, professional development, student wellness, and other topics. It also has a page solely for Teaching Assistants, with information and links to other pertinent websites: http://homewoodgrad.jhu.edu/professional-development/teaching-assistant-resources/.

The Online Undergraduate Student Handbook

Read the Undergraduate Student Handbook, the rule book for undergraduates, for information pertaining to such topics as add/drop deadlines and the deadline for filing Incompletes.

Graduate Programs

KSAS Contact: Renee Eastwood
Director for Graduate Academic Affairs
(410) 516-8477
rseitz@jhu.edu

WSE Contact: Christine Kavanagh
Assistant Dean for Graduate and Post-doctoral Academic Affairs
(410)516-7395
christinekavanagh@jhu.edu
http://www.grad.jhu.edu/

Undergraduate Student Handbook

http://www.advising.jhu.edu/
The Student Information System (SIS) is Johns Hopkins' university-wide, web-based student information system. Faculty can use this system to print the course roster, email the entire class, and enter grades online.

INTERNATIONAL TEACHING ASSISTANTS

One of the main concerns of international teaching assistants is that they may not be able to communicate effectively with their students in English. While linguistic and cultural differences exist, there are many ways, in addition to speech, to enhance your communication and make your teaching more universally engaging and accessible.

If students have a hard time understanding what you are saying, write the main points of your lecture on the board. Teaching with handouts can also help. Taking the time to create handouts before class gives you the opportunity to compose your thoughts and express them clearly in English.

Make sure you understand students’ questions completely before you attempt to answer, even if that means asking the student to repeat the question. Also, check frequently to see if the students are following you. Don’t forget to maintain eye contact as you explain material. After finishing one section of a lecture, ask the students if there are questions before you continue.

Teaching may seem daunting at first, but like everything else, it gets easier with practice. Your ability to communicate will improve as you practice speaking and as you adapt to American culture. Interacting with your peers and colleagues—especially other international students—is a good way to build confidence in your own ability to communicate and gives you the chance to trade problems and solutions with others in the same situation. Above all, be patient with yourself. You can learn as much from your students as they will from you.

Remember that your English language ability is only one of your skills. You also have your passion for the material, your cultural background, and your life experiences, all of which will help to make you a more interesting teacher. Your students can’t take advantage of these things if you don’t share them. On the first day, if you are comfortable doing so, tell the students where you are from and what other languages you speak. If the place you consider to be home is somewhere that you suspect many of them have never been to, bring in a picture. (Many JHU freshmen have never left the United States.) If you have studied at a university outside the United States, say so. If the classroom experience was very different at that university—for example, if there was little in-class discussion, or if the pedagogy of teaching the subject in question was different—take a moment to share that story with the students. This will make the students more comfortable, and if they later have trouble understanding something you say in class, they will not feel embarrassed to ask for clarification.

LANGUAGE SUPPORT FOR INTERNATIONAL TAs

Contact: Julia Yarmolinskaya, Lecturer English for International TAs Center for Language Education 523 Krieger Hall jyarmolinskaya@jhu.edu http://krieger.jhu.edu/cle and http://krieger.jhu.edu/cle/language-programs/english-for-international-tas/

See also resources under English as a Second Language: http://krieger.jhu.edu/esl
Classes for International Teaching Assistants

The Center for Language Education offers classes for current and prospective international TAs through the English as a Second Language Program.

Departments usually recommend their students for the courses, but you can also sign up on your own with permission of the instructor. A few weeks prior to the beginning of the semester, information about placement testing will be posted on the website for the ESL Program for International TAs (http://krieger.jhu.edu/cle/language-programs/english-for-international-tas/). Departments also receive this information. You then may be asked to appear for an assessment of your English language oral skills to help determine which courses would meet your needs.

The following is a description of the courses that are currently offered.

**AS.370.602 Accent Reduction** This intensive course is intended for international teaching assistants (TAs) who are not native speakers of English. It focuses on improving students’ perception and pronunciation of American English through learning articulation, phonetics, and phonology.

**AS.370.603 Culture and Communication in American Academia** This intensive course is intended for international teaching assistants (TAs) who are not well acquainted with the culture of American universities. It focuses on improving students’ understanding of the culture and communication norms in American academia.

**AS.370.604 Academic Writing** Students will read and analyze the content, structure, and style of a wide range of academic and professional writing in order to improve their own essays, articles, reports, theses, critiques, and proposals using those features. They will learn to explain, support, compare and argue their ideas effectively through attention to organization, vocabulary, and style.

**AS.370.605 Strengthening Oral Communication Skills** This course aims to enable students to succeed in academic, professional, and social discussions and conversations. By focusing on strategies for initiating oral communication, responding to the comments and ideas of others; as well as improving listening skills, students will become better overall at speaking and listening to English.

Office of International Student and Scholar Services

The primary goal of the Office of International Student and Scholar Services is to help members of Hopkins’ international community to acquire and maintain the appropriate visa status, and cope with the challenges of making a transition from one setting to another.

The staff is prepared to help with issues international students may face in adapting to an academically and culturally different environment. On the Homewood campus, OISSS staff will be your first source of important information. Therefore, it is important that you meet them soon after your arrival at Johns Hopkins University.

OISSS staff members can answer your questions and advise you about immigration regulations, financial concerns, health matters, housing, employment possibilities, and other issues relating to your period of stay in the United States.

Johns Hopkins University offers a wide range of student services at Homewood, and, when necessary, OISSS will refer you to other offices that can more fully address your needs and concerns.
In order to properly attend to everyone, OISSS advisors require students and scholars to make an appointment prior to being seen for advising in the office.

For individuals whose questions require more personal attention than an e-mail or phone call permits, walk-in advising is held Tuesday from 9 AM to 11:30 AM and Thursday from 1 PM to 4:30 PM. These walk-in advising sessions do not require an appointment.

Advising services for new arrivals, I-9 processing, and signatures on I-20/DS-2019 forms may be handled at any time during OISSS office hours, and are not limited to walk-in advising hour.

**Office of Pre-Professional Advising**

The JHU Office of Pre-Professional Programs and Advising is dedicated to encouraging students interested in pursuing careers in the health and legal professions to make conscious and thoughtful decisions about their future paths. They serve undergraduates, graduate students, and alumni of the Krieger School of Arts & Sciences and the Whiting School of Engineering. Office resources are available to students beginning in their first year.

In light of Johns Hopkins University’s mission to educate students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world, the Office of Pre-Professional Advising strives to:

- Provide high quality advising to assist and direct students in their intellectual and personal growth processes
- Provide education, information, and guidance related to the areas of health, law, business, and other graduate school options
- Offer programs and services that engage students and foster academic connections with a diverse community of professionals
- Develop respectful advisor-advisee relationships that focus on student learning
- Provide academic guidance so students can make informed decisions and choices about future career and educational goals
- Promote students’ self-responsibility in defining and achieving their educational, personal, and career goals.

**Tutoring and Counseling Services**

As a teaching assistant, you will usually have direct contact with the undergraduates in your class. You will be the first line of defense against serious academic problems. After the first exam, homework assignment, or essay, identify students who are having problems with the course. Meet with these students to find out what is going on — you can discreetly ask them to visit during office hours or stay after class for a few minutes. Students may be having personal problems, may need accommodation for disabilities, or may not have the necessary study skills or background for the class. Students may
come to you with personal or academic problems, but if they are having trouble and do not seek your help, make an effort to reach them.

The Learning Den

The Office of Academic Support offers academic assistance to full-time Homewood undergraduate students who want help with course material. Small-group tutoring is available throughout the academic school year for numerous courses. Inquiries about summer tutoring should be made to the Office of Academic Advising. There is no charge to take advantage of these services. Tutoring groups are available Sundays through Thursdays. Please check the website for up-to-date times and locations.

Help Rooms

Help rooms are run by their respective departments and offer free drop-in tutoring for interested students. There are help rooms for Chemistry, Languages, Math, and Physics. For Chemistry Help rooms students should consult their course syllabus. Language Help is available for Chinese, Japanese and Korean. The Math Help Room is located in 213 Krieger Hall http://www.mathematics.jhu.edu/new/ The Physics Help Room is open Monday to Friday from 1 - 5 PM in Bloomberg 261.

The Study Consulting Program

The Study Consulting Program is designed to help students improve their academic performance. Consultants are trained graduate students or seniors who provide general assistance with academic issues such as organizational and time management skills, procrastination, test anxiety, note taking, study techniques, reading college text books, and self-discipline. Students and consultants meet once each week for one hour at an agreed-upon time and location. There is no charge for participation in this program, which focuses on the needs of the student.

Pilot Learning

PILOT Learning is a loose acronym for peer-led-team learning. In the Hopkins PILOT program, students are organized into study teams consisting of 6-10 members who meet weekly to work problems together. A trained student leader acts as captain and facilitates the meetings. PILOT program supports specific courses. A list of those courses can be found at http://academicsupport.jhu.edu/pilot-learning/about-pilot-learning/.
**Writing Center**
The Writing Center offers undergraduate and graduate student writers free, individual conferences with experienced tutors trained to consult on academic writing assignments. Students can work with tutors on all aspects of the writing process, from organizing their thinking to revising their drafts. (The Writing Center does not provide consultations on fiction or poetry.) The Writing Center offers fifty-minute appointments, starting on the hour, and usually maintains hours Sunday through Thursday, 2-10 PM. Although walk-ins are accepted, students are strongly encouraged to book appointments in advance by using their JHED IDs at the center’s online scheduler: [http://krieger.jhu.edu/writingcenter/make-an-appointment/](http://krieger.jhu.edu/writingcenter/make-an-appointment/). The Writing Center is located in the Hutzler Reading Room of Gilman Hall (Room 230).

**Counseling Center**
The Counseling Center assists students in maintaining and enhancing their psychological and emotional well-being. Severe emotional problems are not a prerequisite for going to the Counseling Center. Students may use the resources at the Counseling Center for personal growth and enrichment. The Center also offers educational and support programs. All services are confidential and free of charge to full-time undergraduate and graduate students from the Schools of Arts and Sciences, Engineering, and the Peabody Institute. Individual, couples, and group counseling are available. Counseling groups can cover a wide range of themes, from Parent Loss to Survivors of Sexual Abuse to Personal Growth. The Counseling Center also offers services in career decision-making, consultation, workshops, and outreach programs.

If you notice significant changes in the work or attitude of a student, consider referring her or him to the Counseling Center. If a student comes to talk to you and you feel that his or her problems are beyond your ability to help, be accepting and non-judgmental and offer to connect the person with professionals in the Counseling Center.

Students desiring Counseling Center services can make appointments in person or by telephone. In addition, a professional staff member is on duty each day for immediate assistance in case of an emergency. The Counseling Center is staffed primarily by licensed psychologists. Center services are also provided by interns who are advanced doctoral students in professional psychology and work under the supervision of senior staff. The Counseling Center has consulting psychiatrists available for medication management and consultation.
**Recognizing Students in Distress**

This website, provided by the Counseling Center, lists some of the signs of students in distress, including students who may be suicidal or potentially dangerous. TAs should read through it carefully. You may find yourself in a position to observe and recognize changes that signal psychological distress in students. This is not to imply that you need to be on the watch, but rather that students often seek out faculty and staff to share their distress. At other times, you may become concerned with the behavior you have observed in one of your students. Being able to identify students in distress, having some guidelines for dealing with distressed students, and being aware of appropriate referral resources that can assist you will allow you to be more in control of situations which may present themselves.

The Counseling Center also holds workshops for recognizing and assisting students in distress and is happy to advise you with concerns you might have.

**The Sheridan Libraries**

The Johns Hopkins library network is called the Sheridan Libraries. This network includes the Milton S. Eisenhower Library, which is the principal research library at the University. Other specialized collections in medicine, international affairs, music, and space science are located across the University’s campuses. Smaller collections are also maintained at the satellite campuses and centers.

**Resources Provided by the Sheridan Libraries**

The Sheridan Libraries have a variety of resources for graduate students.

- Subject-specialist librarians — Academic Liaisons — serve specific academic departments and programs
  
  http://www.library.jhu.edu/library-departments/academic-liaison/

- Research guides created specifically for your subject area and for finding specific types of information
  
  http://guides.library.jhu.edu/

- Automatic email updates from databases
  
  http://guides.library.jhu.edu/rss

- Information on how to cite sources properly
  
  http://guides.library.jhu.edu/citing

- Tools for to assist you in writing for publication
  
  http://guides.library.jhu.edu/publishing

- GIS Services provides access to and training for the suite of ArcGIS software
  
  http://www.library.jhu.edu/library-departments/gis-services/

- Interlibrary Services, Borrow Direct, and Eisenhower Express document delivery system
  
  http://www.library.jhu.edu/library-services/borrow-and-request-materials/

- Special Collections include rare books, historical manuscripts, and the University Archives
  
  http://www.library.jhu.edu/library-departments/special-collections/
The Sheridan Libraries Blog, for up-to-date news, information, events and more
http://blogs.library.jhu.edu/wordpress/

TILE – Toolkit for Inclusive Learning Environments—Guide to fostering inclusivity in the classroom
http://guides.library.jhu.edu/TILE

These are just a few of the many resources offered by The Sheridan Libraries, and are useful tools for your own research as well as great resources for your students.

LIBRARY RESOURCES FOR STUDENT RESEARCH
The library provides specialized services for courses that require research. When given advance notice, subject librarians can lead a class session that instructs students on how to use library resources. These sessions are geared toward the needs of your particular course and can take place within the library, where students receive hands-on instructor from the subject librarian, or within your own classroom. In addition, subject librarians can design a customized page on the library website that guides students in conducting the specific research demanded by your course. If you don’t have the time to arrange a session in the library, you can still steer your students to the library’s Research Consultation Office, where a librarian is on duty weekdays from 10 AM until 9 PM during the school year, with limited hours on weekends, holidays, and the summer.

SPECIAL COLLECTIONS
The Special Collections department houses rare books, historical manuscripts, the University archives, sheet music, and digital collections.

Materials are housed in three locations. The Milton S. Eisenhower Library houses the Rare Book Collection, the Ferdinand Hamburger University Archives, and Manuscripts. The John Work Garrett Library of rare books and manuscripts is in the Garrett family home, Evergreen House, at 4545 North Charles Street. Finally, the George Peabody Library, in its magnificent Victorian building, is located at 17 East Mount Vernon Place. For hours and directions to each location, visit the Special Collections web site: http://www.library.jhu.edu/library-departments/special-collections/.

Special collections cover the historical aspects of most disciplines, and librarians are eager to work with faculty and graduate students to use these materials to support and enhance teaching. Holding a class in Rare Books and Manuscripts offers students a tangible experience of history in the classroom setting and adds exciting depth to a variety of courses. All Hopkins students are welcome to make use of these materials for individual research, and in most cases, librarians can also make arrangements to support course-related research assignments. Please contact Earle Havens, Curator of Rare Books, ehavens2@jhu.edu, for more information on using these materials.

<table>
<thead>
<tr>
<th>SPECIAL COLLECTIONS</th>
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<tbody>
<tr>
<td>Contact: Elizabeth Mengel, M.L.S., Associate Director, Collections and Academic Services (410) 516-8348 <a href="mailto:emengel@jhu.edu">emengel@jhu.edu</a> <a href="http://www.library.jhu.edu/library-departments/special-collections/">http://www.library.jhu.edu/library-departments/special-collections/</a></td>
</tr>
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Library Reserves

Instructors of courses offered by all divisions of the Johns Hopkins University on the Homewood campus may reserve required and recommended materials for their students. These materials include published books, book excerpts, journal articles, government documents, videos, DVDs, CD-ROMs, and audio materials.

This service also offers Electronic Reserves, which is integrated with Blackboard. EReserves will digitize copies of book chapters or journal articles that are not already available online that you may require or recommend for your courses. Course reading lists may be submitted through an online form at http://www.library.jhu.edu/library-services/course-readings/reserves-request-form/ or by emailing your syllabus to reserves@jhu.edu.

Technology Resources and Services

At times, you may need additional resources to support teaching your course. Johns Hopkins provides you with access to various audiovisual materials and support, multimedia equipment and support, and classroom technology services.

Library Audiovisual Materials

The MSE Library has audiovisual materials, including a wide range of audio and video recordings. If the library does not have the resources your course needs, your subject librarian may be able to order them.

KIT-CATS - Classroom Audiovisual Technology Support

Classroom Audio-Visual Technology Support offers a wide range of technology services for the Homewood campus. These services include the delivery and setup of video conferencing technology for meetings, conferences, courses, and special events, as well as audio and video recording services at an hourly rate. KIT-CATS also provides digital conversion services for converting analog audio cassettes to MP3 digital audio files. The staff can provide consultation services relating to presentation technologies or serve in a simple advisory role on the best type of equipment for a given application. KIT-CATS provides equipment at no cost for undergraduate courses (restrictions do apply; see the website for details). All equipment is available on a first-come, first-serviced basis. It is recommended that requests be made at least a week in advance of the event or activity.
DIGITAL MEDIA CENTER

The Digital Media Center is a great place to work and play. The DMC’s mission is to prepare lifelong learners to confidently master new technologies and to disseminate work that effectively communicates their ideas.

The professional and student staff offers training and support in the use of multimedia hardware and software through workshops, peer coaching, and 1-on-1 mentoring. Students may borrow equipment such as video and still cameras, music creation/recording gear, game systems, projectors, and sound equipment for club events, academic projects, and personal recreation.

The main lab features 16 dual-boot workstations with a wide selection of software for video, audio, graphics, web, and 3D modeling. The game lab is a fully equipped development and testing center with high-end workstations, including specialized graphics cards, unique interface devices, development software, and a 5.1 surround-sound system for testing and game play. The recording studio contains a state-of-the-art composition, recording, and editing system complete with synthesizers, keyboards, drums, and effects processors.

The DMC offers many opportunities for merging art and technology through interdisciplinary collaboration and research such as Wilson and PURA projects, Arts Innovation Grants, Creative Use of Technology grants, and independent video production, web site design and video game development. The DMC is open to full-time students in the Schools of Arts & Sciences and Engineering. During the academic year, the center is open from noon to midnight Sunday through Thursday and noon to 10 PM on Friday and Saturday.

HOMEOOD PHOTOGRAPHY

Homewood Photography is your on-campus resource for professional, reliable, and reasonably priced imaging and photographic services. These are some of the services offered: environmental and studio portraiture; event photography; news photography; group photos; scientific and technical photography; architectural photography; sports photography; annual report and feature photography; digital copy photography; digital printing (from small scale and wide-format); slide scans; flatbed scans, and digital images of original artwork.

JHBox

JHBox is a cloud-based file sharing and file storage system which enables people to collaborate and share information through any device: desktop, laptop, phone or tablet. JHBox makes it easy to upload content, organize files, share links to files, and manage file and folder permissions. Johns Hopkins users can share files with students and others outside the institution. JHBox comes with 50 GB of free space per user. See: https://it.johnshopkins.edu/services/collaboration_tools/jhbox/

GRADUATE STUDENT PORTAL

You can access the Graduate Student Portal through the http://my.jh.edu/ website. The portal has information geared specifically towards the graduate student community.

DIGITAL MEDIA CENTER

Contact: Joan Freedman, Director
226 Mattin Arts Center
410-516-3817
digitalmedia@jhu.edu
https://studentaffairs.jhu.edu/dmc/

HOMEOOOD PHOTOGRAPHY

Contact: Jay VanRensselaer, Will Kirk
Suite 704N, Wyman Building
410–516–5332
homewoodphoto@jhu.edu
http://homewoodphoto.jhu.edu/
ETHICS AND UNIVERSITY POLICIES

An important part of being a TA is administering the policies that preserve academic integrity at Johns Hopkins.

Don’t worry; you’re not alone in this endeavor. It is your responsibility to recognize problems and report them immediately to your supervising professor. Then, the professor, dean of students, and the Undergraduate Academic Ethics Board will work together to enforce the academic policies.

That said, it is vitally important for you to document academic misconduct clearly and to inform your instructor immediately. Your instructor will contact the associate dean of student affairs and may request a direct settlement or hearing request. If a hearing in front of the Ethics Board is necessary, your instructor will be expected to present an account of the case as well as provide supporting evidence.

In this chapter, we will discuss some of the more common types of academic misconduct with tips on how to recognize and deal with the situations. This chapter will also address grading policies and fairness as well as pitfalls to avoid, such as sexual harassment.

UNIVERSITY STATEMENTS ON ETHICS, DIVERSITY & INCLUSION

A WORD ON ETHICS

As a TA, you may have contact with the Office of the Dean of Student Life if you suspect a student of having committed an ethics violation.

The strength of the University depends on academic and personal integrity. Ethical violations would include cheating on exams, plagiarism, the reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report violations that you witness to the professor of your course.

STATEMENT OF DIVERSITY AND INCLUSION

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty and staff who are committed to creating a climate of mutual respect that is supportive of one another’s success. Through its curricula and clinical experiences, the University purposefully supports this goal of diversity, and in particular, works towards an outcome of best serving the needs of students. Faculty and candidates are expected to demonstrate an understanding of diversity as it relates to planning, instruction, management, and assessment.
CHEATING

The best way to combat cheating is to provide an explicit definition of cheating in the context of the course at the beginning of the semester. According to the guide, Academic Ethics for Undergraduates (https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates/), cheating is defined as “the act of stealing ideas, information, and words. Any act that violates authorship or takes undue advantage is cheating.” Cheating can take on a variety of different forms. While cheating during an exam is the most obvious type, students can be called to the Ethics Board for knowingly facilitating cheating, creating unfair competition, lying, or collaborating inappropriately with other students on assignments.

To prevent cheating before it happens, you should minimize the temptation to cheat as much as possible. An attentive eye may be enough to discourage most students from cheating. For quizzes and exams, put an empty seat between each person and reiterate the policy before the exam begins. Another option for some classes may be to require students to turn in an outline and rough draft before the final paper.

Clearly define the rules on student collaboration on assignments, papers, and exam preparation. It is critical that you explain these policies, as they vary greatly among departments and professors. Make sure that the cheating policy is enforced equally for all students. Finally, don’t change policies mid-semester. If you feel that you must make a change, communicate the new policy and your reasons for the change during class. If you treat cheating seriously, your students will do the same.

PLAGIARISM

The best way to deal with plagiarism is to nip it in the bud. The guide Academic Ethics for Undergraduates (https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates/) describes plagiarism as “representing someone else’s information, ideas or words as your own by failing to acknowledge the source.” Clearly define plagiarism on the first day of class and before the first paper is due. Hand out written definitions and examples. Plagiarism is a serious problem and can have very serious repercussions—make sure your students understand the rules and the consequences before they start writing.

If you suspect plagiarism, copy the original paper and then go through the student’s work and the texts carefully. Document all cases of plagiarism, whether verbatim use of an author’s works or stolen ideas. And, since the professor is ultimately responsible for dealing with plagiarism, discuss issues with him or her as soon as possible.

TURNITIN.COM PLAGIARISM PREVENTION SERVICE

JHU has a University-wide site license for the Turnitin.com plagiarism prevention service. This service provides an easy-to-use method for instructors to check the content of papers for unoriginal material. The CER offers Turnitin training and information for KSAS and WSE instructors. Instructors can request a Turnitin account by sending an email to turnitin@jhu.edu. Requests from TAs need to be coordinated with a sponsoring faculty member.
Office of Institutional Equity

As a TA, you may have contact with the Office of Institutional Equity for a variety of reasons, including concerns relating to diversity, disabilities, harassment/discrimination complaints, or equity compliance.

The Office of Institutional Equity was established to provide leadership for university efforts to promote institutional equity and a diverse university community.

The Office assures that the university’s programs and procedures comply with federal, state and local laws and regulations as related to affirmative action and equal opportunity with special attention to disability issues.

The office develops and coordinates the implementation of the university’s Institutional Equity Programs and procedures. In addition, the office provides training efforts related to disability issues and sexual and other forms of harassment.

The office receives, investigates, and responds to discrimination complaints on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, and other legally protected characteristics. The office also provides mediation services for University-related issues.

Discrimination, Harassment, and Sexual Misconduct Claims and Your Role as a TA

The TA-student relationship carries the potential of becoming grounds for claims of discrimination, harassment, and sexual misconduct because of the inherent power imbalance. You should be mindful of that danger and maintain appropriate and professional relationships with your students. To this end, it is better to be too formal than to be too casual. Dressing professionally, only meeting with students in public places and during daytime hours, and treating all students in the course equally will help create a natural sense of formality.

You can help minimize claims of discrimination by making it clear to students that you treat everyone equally. This may sound self-evident, but it is not so simple. Remember that you must maintain a professional relationship with ALL of the students. If some students perceive that you are especially friendly to other members of the class, they are likely to assume that you are discriminating and will not grade objectively either. Maintain a professional distance, and be equally friendly with and accessible to all students.

Make sure not to get too personally involved with your students. Do not become romantically involved with a student in your class. Due to the nature of power relations in the classroom, a fine line distinguishes romance from sexual harassment (discussed below), and potentially, sexual misconduct.

Harassment can occur in many different forms. Sexual harassment, whether between people of different sexes or the same sex, is defined to include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1) submission to such conduct is made implicitly or explicitly a term or condition of an individual's participation in an educational program;

2) submission to or rejection of such conduct by an individual is used as the basis for academic evaluation or advancement; or
such conduct has the purpose or effect of unreasonably interfering with an individual’s academic performance or creates an intimidating, hostile or offensive educational environment.

You should contact the Office of Institutional Equity and/or the Dean of Student Life if you become aware of a discrimination, harassment, or sexual misconduct issue during the course of your duties. If a student discloses an issue involving discrimination, harassment, or sexual misconduct, make no promises of confidentiality. Instead, TAs confronted with such disclosures should make the students aware of the available complaint process and refer students to the Office of Institutional Equity.

### Harassment, Discrimination, and Sexual Misconduct Resources

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<tr>
<th>Confidential Consultants:</th>
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<tbody>
<tr>
<td>Sexual Assault Helpline</td>
<td>410-516-7333</td>
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<tr>
<td>Homewood Student Affairs Counseling Center</td>
<td>410-516-8278</td>
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<tr>
<td>Campus Ministries (<a href="https://studentaffairs.jhu.edu/campus-ministries/">https://studentaffairs.jhu.edu/campus-ministries/</a>)</td>
<td>410-516-1880</td>
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<tr>
<th>Complaints of Harassment, Discrimination, or Sexual Misconduct may be brought to:</th>
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<tbody>
<tr>
<td>Office of the Dean of Student Life</td>
<td>410-516-8208</td>
</tr>
<tr>
<td>Joy Gaslevic, Assistant Vice Provost, Office of Institutional Equity</td>
<td>410-516-8075</td>
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</tbody>
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### Teaching Students with Disabilities

**Disabilities**

Students who disclose a disability to the University must be reasonably accommodated in both the classroom and in extracurricular activities as a function of the Americans with Disabilities Act (ADA) of 1990. Although the term “disability” is more easily applied to noticeable conditions—such as mobility, hearing, or visual impairments—many disabilities that you encounter in a University setting will be hidden. These include conditions such as Attention Deficit Disorder, learning disabilities, chronic medical issues, and psychological disorders. The ADA mandates that individuals with any of these disabilities be provided reasonable and appropriate accommodations to ensure equal access to, and participation in, the programs and services offered by the University. When these accommodations are provided, students with disabilities can be expected to meet course requirements in a manner comparable to their classmates.

**Accommodations**

Each student with a disability is accommodated on a case-by-case basis after a review of the documentation of his or her disability. Accommodations can include extended testing time, use of a private testing space, note takers, interpreters, textbooks on CD, or priority course scheduling.
**Your Role as a TA**

Before a student receives accommodations, he/she must bring you an “accommodations letter” from the Director of the Office of Student Disability Services, outlining the specific classroom accommodations that have been authorized by the University’s ADA Compliance Officer. You must keep all the information you receive about a student’s disability confidential. Moreover, you and the course instructor must work with the student to ensure that the authorized accommodations are implemented. If a student discloses a disability to you and either does not have an accommodations letter or has not consulted the Office for Student Disability Services, you should refer that student to the Director of that Office. **Do not** attempt to accommodate the student on your own.

The accommodation process can take time, so be sure to instruct your students to communicate their needs to you no later than the first week of class and then again each time they require something specific (e.g., private location for an exam). Request that they always provide you at least a week’s notice so you have adequate time to arrange the accommodation. In addition, it is strongly recommended that you place a statement like the following in your syllabus to help clarify the accommodation: “All students with disabilities who require accommodations for this course should contact me at their earliest convenience to discuss their specific needs. If you have a documented disability, you must be registered with the JHU Office for Disability Services (385 Garland Hall; 410 516 4720; https://studentaffairs.jhu.edu/disabilities/admitted-students/) to arrange the receipt of accommodations.”

**Points to Remember in the Classroom**

- Students who present you with an accommodations letter from the Office for Student Disability Services are entitled to their accommodations as a function of federal ADA law. As such, you must take all appropriate actions to ensure that they receive these accommodations in a timely manner.

- When in doubt about how to assist a student with disabilities, ask the student directly and check the accommodations letter provided by the Office for Student Disability Services. If you still have questions, call (410) 516-4720.

- Confidentiality of all student information is absolutely essential. At no time should the class be informed that a given student has a disability, unless that student makes a specific request to do so. Failure to protect students’ confidentiality is a violation of both the Americans with Disabilities Act (ADA) of 1990 and the Family Educational Rights and Privacy Act (FERPA).

- Flexibility may be necessary when applying attendance and promptness rules to students with health-related or mobility difficulties. All requests for flexibility because of a disability should come from the Office for Student Disability Services (and should be outlined in the accommodations letter) to prevent misuse of this accommodation by the student.

- The Student Code of Conduct regarding disruptive behavior applies to all students. You should state behavioral expectations clearly for all students and discuss them openly in your classroom, on your syllabus, and with individual students as necessary.

- For more information on types of disabilities and suggestions for instructors, go to the online Teaching Guide for Faculty and Staff: https://studentaffairs.jhu.edu/disabilities/faculty-information/.
FERPA – Family Educational Rights and Privacy Act

As a TA for Johns Hopkins, you may have access to private student records. You have a responsibility to protect all education records in your possession. The confidentiality, use, and release of student records are governed by the Family Educational Rights and Privacy Act (FERPA). To comply with FERPA, (Family Educational Rights and Privacy Act), the University may not release “personally identifiable information” from an education record. Personally identifiable information is information that is directly linked or easily traceable to an individual student, such as Social Security or Hopkins ID numbers.

The following is a partial list of the rights afforded to students under FERPA. You can find a comprehensive guide to the University Policy on Family Educational Rights and Privacy at www.jhu.edu/news_info/policy/ferpa.html.

FERPA Student Rights

The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes is inaccurate.

Students may ask the University to amend a record that they believe is inaccurate. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
TO AVOID VIOLATIONS OF FERPA RULES, PLEASE DO NOT:

- Post grades
- Require social security or Hopkins ID numbers on submitted materials or link a student’s name and SSN or Hopkins ID in a public manner
- Use full or partial SSNs or Hopkins ID’s for grade postings
- Leave graded tests or assignments in a stack for students to pick up by sorting through the papers of all students
- Circulate a printed class list with names, social security or Hopkins ID numbers, or grades as an attendance roster
- Discuss the progress of a student with anyone (including the student’s parents) without the written consent of the student
- Provide lists of students enrolled in your classes to a third party for commercial purpose
- Provide student schedules or assist anyone other than University employees in finding a student on campus

The ramifications for violations of FERPA are severe, including possible loss of Title IV Financial Aid Funding. If you have questions about this, please call the Office of the General Counsel at 410-516-8128 or the Office of the Registrar at 410-516-7148.

BEST PRACTICES FOR RETURNING GRADED EXAMINATIONS AND PAPERS:

- Return exams or papers yourself, or ask your department administrator to do so if you are unable to.
- Fold and staple exams or papers with only the name of the student visible on the front
- At the end of term ask students to submit a pre-addressed stamped envelope to return exams or papers.
- If you must post grades, use code words or randomly assigned numbers known only by you and the individual student. The order should not be alphabetical.
- Post grades to Blackboard (only the students can access their own information).
Sample Mid-Semester Evaluation #1

Teaching Assistant Name:

Course Name and Number:

1. What is your class standing?
2. What are the best aspects of this course?
3. What things in this course could be improved?
4. What aspects of the class would you like to see changed?
   How would you suggest making these changes?
5. What are the best readings? Worst readings?
   Would you drop any of the readings? Please explain.
6. What are the strengths and weaknesses of the instructor/teaching assistant?
7. How would you compare the instructor/teaching assistant to others you have had at Hopkins?
8. What is your understanding of the goals of this course? Are they being achieved?

Please rate the items below:

<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>Outstanding</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of subject matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Preparedness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Accessibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content and Format</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Design &amp; cohesiveness of the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

9. Please write additional comments on back.
# Sample Mid-Semester Evaluation #2

<table>
<thead>
<tr>
<th>Teaching Activity Profile:</th>
<th>Not Descriptive</th>
<th>Very Descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discusses points of view other than his/her own.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>2. Discusses recent developments in the field.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>3. Emphasizes conceptual understanding.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>4. Explains clearly.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>5. Is well prepared.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>6. Summarizes major points.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>7. Identifies what he/she considers important.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>8. Encourages class discussion.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>9. Invites students to share their knowledge and experiences.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>10. Invites criticism of her/his own ideas.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>11. Knows if the class is following lecture or discussion.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>12. Has students apply concepts to demonstrate understanding.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>13. Gives personal help to students having difficulty.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>14. Relates to students as individuals.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>15. Is accessible to students outside of class.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>16. Has an interesting style of presentation.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>17. Varies speed and tone of her/his voice.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>18. Motivates students to do their best work.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>19. Gives interesting and stimulating assignments.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>20. Gives examinations permitting students to show understanding.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
<tr>
<td>21. Keeps students informed of their progress.</td>
<td>5 4 3 2 1 N/A</td>
<td></td>
</tr>
</tbody>
</table>

22. Please identify what you perceive as the strengths and weaknesses of the course.

23. What are the strengths and weaknesses of the instructor?

24. What improvements would you suggest?

SELECTED REFERENCES ON UNIVERSITY TEACHING

Tools for Teaching and Teaching Tips, in bold in the list below, are good places to start.


Bain, K., What the Best College Teachers Do. Cambridge: Harvard University Press. 2004


## University Contacts

<table>
<thead>
<tr>
<th>Office/Service</th>
<th>Phone Number</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>410-516-8216</td>
<td><a href="http://www.advising.jhu.edu/">http://www.advising.jhu.edu/</a></td>
</tr>
<tr>
<td>Calendars (Academic, Events, etc.)</td>
<td></td>
<td><a href="https://calendar.jhu.edu">https://calendar.jhu.edu</a></td>
</tr>
<tr>
<td>Campus Security Escort Services</td>
<td>410-516-8700</td>
<td><a href="http://security.jhu.edu/services-for-you/escort-program/index.html">http://security.jhu.edu/services-for-you/escort-program/index.html</a></td>
</tr>
<tr>
<td>Center for Educational Resources</td>
<td>410-516-7181</td>
<td><a href="http://cor.jhu.edu/">http://cor.jhu.edu/</a></td>
</tr>
<tr>
<td>Counseling Center</td>
<td>410-516-8278</td>
<td><a href="https://studentaffairs.jhu.edu/counselingcenter/">https://studentaffairs.jhu.edu/counselingcenter/</a></td>
</tr>
<tr>
<td>Dean of Arts and Sciences Office</td>
<td>410-516-4100</td>
<td><a href="http://krieger.jhu.edu/about/leadership/">http://krieger.jhu.edu/about/leadership/</a></td>
</tr>
<tr>
<td>Dean of Engineering Office</td>
<td>410-516-4050</td>
<td><a href="https://engineering.jhu.edu/about/">https://engineering.jhu.edu/about/</a></td>
</tr>
<tr>
<td>Dean of Student Life Office</td>
<td>410-516-8208</td>
<td><a href="https://studentaffairs.jhu.edu/student-life/">https://studentaffairs.jhu.edu/student-life/</a></td>
</tr>
<tr>
<td>Digital Media Center</td>
<td>410-516-3817</td>
<td><a href="http://studentaffairs.jhu.edu/dmc/">http://studentaffairs.jhu.edu/dmc/</a></td>
</tr>
<tr>
<td>Disability Services</td>
<td>410-516-4720</td>
<td><a href="https://studentaffairs.jhu.edu/disabilities/">https://studentaffairs.jhu.edu/disabilities/</a></td>
</tr>
<tr>
<td>Expository Writing Program</td>
<td>410-516-7545</td>
<td><a href="http://krieger.jhu.edu/ewp/">http://krieger.jhu.edu/ewp/</a></td>
</tr>
<tr>
<td>Graduate Representative Organization (GRO)</td>
<td>410-516-7682</td>
<td><a href="https://studentaffairs.jhu.edu/gro/">https://studentaffairs.jhu.edu/gro/</a></td>
</tr>
<tr>
<td>Health, Safety and Environment</td>
<td>See website</td>
<td><a href="http://www.hopkinsmedicine.org/hse/offices_and_programs.html">http://www.hopkinsmedicine.org/hse/offices_and_programs.html</a></td>
</tr>
<tr>
<td>Homewood Operator</td>
<td>410-516-8000</td>
<td></td>
</tr>
<tr>
<td>Hopkins Emergency Response</td>
<td>410-516-7777</td>
<td></td>
</tr>
<tr>
<td>International Student and Scholar Services</td>
<td>667-208-7001</td>
<td><a href="http://ois.jhu.edu/">http://ois.jhu.edu/</a></td>
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<tr>
<td>IT@JH (Information Technology)</td>
<td>410-516-4357</td>
<td><a href="http://www.itjhu.edu/">http://www.itjhu.edu/</a></td>
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<tr>
<td>J-Card (Hopkins ID Card)</td>
<td>410-516-5121</td>
<td><a href="https://studentaffairs.jhu.edu/jcard/">https://studentaffairs.jhu.edu/jcard/</a></td>
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<tr>
<td>JHMI Operator</td>
<td>410-955-5000</td>
<td></td>
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<tr>
<td>Multicultural Student Affairs</td>
<td>410-516-8730</td>
<td><a href="https://studentaffairs.jhu.edu/oma">https://studentaffairs.jhu.edu/oma</a></td>
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<tr>
<td>My Johns Hopkins Portal</td>
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<td><a href="https://my.jh.edu/portal/web/jhupub/">https://my.jh.edu/portal/web/jhupub/</a></td>
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<tr>
<td>Peer Counseling — Undergraduate</td>
<td>443-823-2459</td>
<td><a href="http://pages.jhu.edu/appt">http://pages.jhu.edu/appt</a></td>
</tr>
<tr>
<td>President’s Office</td>
<td>410-516-8068</td>
<td><a href="http://president.jhu.edu/">http://president.jhu.edu/</a></td>
</tr>
<tr>
<td>Provost’s Office</td>
<td>410-516-8070</td>
<td><a href="http://web.jhu.edu/administration/provost">http://web.jhu.edu/administration/provost</a></td>
</tr>
<tr>
<td>Recreation Center/Services</td>
<td>410-516-4434</td>
<td><a href="https://studentaffairs.jhu.edu/recreation/">https://studentaffairs.jhu.edu/recreation/</a></td>
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<tr>
<td>Registrar</td>
<td>410-516-8080</td>
<td><a href="https://studentaffairs.jhu.edu/registrar/">https://studentaffairs.jhu.edu/registrar/</a></td>
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<tr>
<td>Security Office—Information</td>
<td>410-516-4600</td>
<td><a href="http://security.jhu.edu/">http://security.jhu.edu/</a></td>
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<tr>
<td>Sexual Assault Response &amp; Prevention</td>
<td>410-516-7333</td>
<td><a href="http://sexualassault.jhu.edu/">http://sexualassault.jhu.edu/</a></td>
</tr>
<tr>
<td>Shuttle Services</td>
<td>410-516-7275</td>
<td><a href="http://ts.jhu.edu/Shuttles/">http://ts.jhu.edu/Shuttles/</a></td>
</tr>
<tr>
<td>Student Health and Wellness</td>
<td>410-516-8270</td>
<td><a href="https://studentaffairs.jhu.edu/student-health/">https://studentaffairs.jhu.edu/student-health/</a></td>
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<tr>
<td>Technology Classroom Reservations</td>
<td>See website</td>
<td><a href="http://classrooms.johnshopkins.edu/">http://classrooms.johnshopkins.edu/</a></td>
</tr>
<tr>
<td>Transportation Services (Parking, Shuttles, etc.)</td>
<td>410-516-7275</td>
<td><a href="http://ts.jhu.edu/">http://ts.jhu.edu/</a></td>
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<tr>
<td>Tutoring Programs</td>
<td>410-516-8216</td>
<td><a href="http://www.jhu.edu/academic-assistance">www.jhu.edu/academic-assistance</a></td>
</tr>
<tr>
<td>Weather Hotline</td>
<td>410-516-7781</td>
<td><a href="https://www.jhu.edu/alert/">https://www.jhu.edu/alert/</a></td>
</tr>
<tr>
<td>Writing Center</td>
<td>410-516-4258</td>
<td><a href="http://krieger.jhu.edu/writingcenter/">http://krieger.jhu.edu/writingcenter/</a></td>
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