

**Graduate Teaching Assistant  
(GTA)**

**Handbook**

**2009-2010**

**Resources and information for  
GTAs**

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## **The Vision, Values, Mission and Goals of the University of Denver**

The University of Denver, an independent university in the Rocky Mountain West, ranks among premier institutions of higher learning. Located in a dynamic, cosmopolitan city close to pristine mountain wilderness, the University is distinguished by its creative combination of liberal arts and professional programs, selectively focused graduate studies, and associated schools and centers. The University's students are bright, diverse, and dedicated to learning. Graduates are leaders, scholars, artists, entrepreneurs, and public servants who are uniquely prepared to live in and shape a global society.

### **Vision**

The University of Denver will be a great private university dedicated to the public good. Our students will enjoy an extraordinary education. Our search for knowledge will be daring. Our community will be diverse and dynamic.

### **Values**

As an educational and research community, we value curiosity, intellectual freedom, open communication, creativity, and rigor. We respect individual differences and embrace civil discourse. We promote ethical behavior, integrity, caring, and close individual attention. Our campus life is distinguished by inclusiveness, collaboration, involvement, responsiveness, and accountability.

### **Mission**

The mission of the University of Denver is to promote learning by engaging students, advancing scholarly inquiry, cultivating critical thought, and creating knowledge. We empower the lives and futures of students by fostering productive synergies between intellectual and personal development, research and teaching, disciplinary and interdisciplinary perspectives, classroom and experience-based learning, and theoretical knowledge and professional practice. Our engagement with diverse local and global communities contributes to the common good

### **Goals**

The University fulfills its mission by achieving specific goals that affect learning, scholarship, campus community, public good, ethics, enrollment, ethnic diversity, globalization, technology, athletics, and sustainability.

## Academic Advising

Academic Advising offers a full range of academic support services. Advisers help students choose majors and classes and plan for graduation and beyond. We also help students understand the structure of their degrees, including the University Requirements. Academic advisers work with students to improve their skills in the areas of reading, writing, note taking, and time management.

Other services include, transfer credit reviews, counseling on academic appeals procedures, and referral to other appropriate services and departments. We offer specialized advising to students have academic difficulties, undeclared students, scholars of color, and international students.

*Contact information:* Academic Advising, Driscoll Center South, 2050 E. Evans Avenue, Suite 030, Denver, CO 80208. Phone: 303-871-2455. Fax: 303-871-3331 E-mail: [advising@du.edu](mailto:advising@du.edu). Web site: [www.du.edu/studentlife/advising](http://www.du.edu/studentlife/advising).

## Athletics and Recreation (Daniel L. Ritchie Sports and Wellness Center)

Dedicated in April 2000, this amazing facility opened its doors with a simple mission – to create, promote, and sustain recreation and sport programs for DU Students, Faculty, Staff, and the entire surrounding Denver community.

The Ritchie Center is home to nationally recognized venues that include Magness Arena and Coors Fitness Center; as well as Denver's only Olympic Size swimming pool located within El Pomar Natatorium. The 440,000-square-foot facility is the home to Denver Pioneer Athletics as well as a variety of student and community sport and wellness programs. Additionally, the building is host to national touring events and concerts of top name performers and speakers.

Six of DU's sports are ticketed and students receive exclusive discounts and access to tickets. As a Pioneer student, **showing your DU ID at the Ritchie Center North Box Office is your ticket to home athletic events (*hockey sold separately*)**. For example, to get a student ticket to the 2008-09 Denver Men's Basketball match-ups against Colorado State, Northern Colorado, Western Kentucky and more, just take your valid DU ID to the Ticket Office and your ticket will be printed at no charge!

**Denver Pioneer Hockey student season tickets are one of the hottest tickets on campus. Student Season Tickets for 2008-09 go on sale Saturday, September 13<sup>th</sup>, at 8AM** at the Ritchie Center North Box Office! Tickets are sold on a first come, first served basis, and SELL OUT every year! For the best chance to secure tickets to a blockbuster home schedule including Notre Dame, Ohio State, Wisconsin, Minnesota and Colorado College, students should be sure to get there early.

All sports compete out of the Daniel L. Ritchie Center and students can visit the Ritchie Center North Box Office for tickets, or get additional event information by calling 303.871.2336 or visiting [www.denverpioneers.com](http://www.denverpioneers.com).

Find friendly competition and new friends through either the University of Denver's popular Intramural or Club Sports Programs. Students should stop by the Intramural and Club Sports desk at the Student Program Tower located in Stapleton Tennis Pavilion, or visit the DU Recreation website at [www.recreation.du.edu](http://www.recreation.du.edu) for more information on the sport leagues and clubs that DU has to offer. Contact information: Daniel L. Ritchie Sports and Wellness Center, 2201 E. Asbury, Denver, CO 80208. Phone number: 303-871-2275. Web site: [denverpioneers.com](http://denverpioneers.com), [recreation.du.edu](http://recreation.du.edu).

Additional information about campus services is available on the University of Denver Web site and from various support services on the DU campus.

## **Campus Safety and Parking Services**

### **Campus Safety**

Campus Safety focuses its efforts on the safety of DU students, faculty, staff and visitors. Campus Safety personnel are highly trained, proud professionals dedicated to serving the DU community.

Campus Safety is only a phone call away. Officers are radio-dispatched and can respond to your needs within minutes. To aid you when walking on and around campus, blue light phones have been strategically placed on campus and near parking areas. Call Campus Safety when you need an escort, someone will be sent to accompany you.

### **Parking Services**

The Parking Services Office is responsible for all parking areas on campus, including surface lots, parking structures, loading zones and restricted areas, such as gated parking lots. The Parking Services Office is open from 8:00 a.m. to 4:30 p.m. Monday-Friday, located just south of the Evans Parking Garage on the corner of High St and Evans Ave (2130 S. High Street), 303-871-3210 [www.parking.du.edu](http://www.parking.du.edu).

Contact information: Campus Safety, 2130 S. High St., Denver, CO 80208. Emergency phone number: 303-871-3000. Routine phone number: 303-871-2334. Campus Safety Patrol phone number: 303-871-2139. Web site: [www.du.edu/campus-safety/](http://www.du.edu/campus-safety/)

## **Career Center**

The Career Center serves as a career planning and internship/job search center for the University. Students can utilize the following specialized services:

- Individual career counseling, career planning, and goal-setting assistance;
- Career interest and personality testing;
- Resume and cover letter critiques;
- Video recorded practice interviews;
- Job/Internship search assistance;
- Online job database for professional full-time and part-time positions;
- Online local, national, and international internship database shared with 21 prestigious private universities;
- On-campus interviewing with regional and national employers;
- Resume books for students and alumni to post resumes for Career Center approved employers to view;
- Employer contacts;
- Three annual career and internship fairs;
- Employer events and information sessions;
- Professional online network database;
- Workshops and presentations to classes and student organizations regarding career and job search-related topics; and
- Extensive online resources and a career library containing information on career options, graduate schools, and employers.

Please visit the website at <http://www.du.edu/studentlife/career/index.html> for additional information or

call 303.870.2150 to schedule an appointment.

## **Center for Multicultural Excellence (CME)**

### **MISSION**

To promote excellence through diversity and positive intergroup relations.

### **CME GOAL**

The Center for Multicultural Excellence (CME) works with students, faculty, staff, and alumni to ensure that the University of Denver (DU) remains an exceptional private institution that achieves excellence through diversity.

### **VALUES IN ACCOMPLISHING OUR GOAL**

To accomplish this goal, the Center values a positive campus climate for diversity. This can only be achieved if students, faculty, staff, and alumni value and respect both the similarities and differences between and among the major salient social identities found at DU including race/ethnicity, sexual orientation, disability status, gender, nationality, religion, and other social dimensions.

### **SEE US IN ACTION**

CME is located near the corner of University Blvd. & Asbury Ave. We provide an inviting space for all students to utilize 24-hours a day, 7 days a week via an access keypad. Students can go to the website ([www.du.edu/cme](http://www.du.edu/cme)) and fill out a form to have a unique code to access the building. CME also provides space for meetings, study groups, and individual work (with access to computers and laser printers). Contact us at: 303-871-2942

### **STAFF**

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(303) 871-4614

Center for Multicultural Excellence  
Website Address  
[www.du.edu/cme](http://www.du.edu/cme)

## **KEY STUDENT PROGRAMS AND EVENTS**

### **LAMONT A SELLERS DIVERSITY & LEADERSHIP RETREAT**

The Diversity & Unity Intergroup Relations Retreat is a two-day retreat that takes students to the mountains of Colorado for self discovery and learning related to leadership and diversity. The retreat brings together individuals from various social identity backgrounds including race, ethnicity, socioeconomic status, sexual orientation, gender, ability, and other groups. Participants return with new knowledge of diversity, skills to promote tolerance and understanding, friends with whom to continue interacting and networking and a sense of responsibility to serve as an ally to social identity groups other than those to which they belong. For more information, please contact: Mia Elizardi at [mia.elizardi@du.edu](mailto:mia.elizardi@du.edu) or at 303-871-2270.

### **ANNUAL DIVERSITY SUMMIT**

The University of Denver Diversity Summit is a power packed day consisting of campus and nationally recognized scholars speaking on the topic of diversity. Taking place in early May, the Summit brings together people from virtually every area of campus, the Colorado region, and around the country. The Summit is co-sponsored by CME; the All Undergraduate Student Association (AUSA); and other campus organizations, departments, and corporate entities. This is a highly interactive and unique diversity experience. This year, practitioners and those committed to diversity in higher education will be invited to an extended meeting to share tools and approaches to increasing diversity effectiveness on college campuses. For more information, please contact: Mia Elizardi, Assistant Director at [mia.elizardi@du.edu](mailto:mia.elizardi@du.edu) or at 303-871-2270.

### **VOICES OF DISCOVERY INTERGROUP DIALOGUES**

The Voices of Discovery Intergroup Dialogue Program brings together small groups of students from diverse backgrounds to share their life and campus experiences related to diversity. Participants explore a variety of questions including: How do other students experience DU in similar and different ways than you? What would you like to know about a group different from your own? What would you like to teach others about the groups to which you belong? The dialogues are more than just conversation; they're focused—exploring campus experiences, in relation to group identity; facilitated—led by 2 trained facilitators, one representing each identity group involved; and fair and full—having roughly equal numbers of each group represented in each dialogue group. For more information, please contact: Mia Elizardi at [Mia.elizardi@du.edu](mailto:Mia.elizardi@du.edu) or at 303-871-2270.

### **NATIONAL INSTITUTE FOR PROMOTING MULTICULTURAL EXCELLENCE IN THE ACADEMY**

The National Institute for Promoting Multicultural Excellence in the Academy is an exciting new national summer institute designed to increase the number of students of color and women entering the academy. The four-day institute provides doctoral candidates with seminars addressing strategies for completing the dissertation, preparing a curricula vita and cover letter, negotiating faculty contracts, balancing research, teaching, and community service, understanding the tenure process, the importance of mentoring and networking, and navigating employment obstacles and challenges. For more information, contact: Fernando Guzman, Assistant Provost, [fguzman@du.edu](mailto:fguzman@du.edu), 303.871.7660.

### **COMMUNITY OF EXCELLENCE**

The University of Denver's Community of Excellence Scholars program was developed to create and sustain a dynamic community of student scholars with the objective of enhancing academic and multicultural excellence, fostering a network of talented and gifted students, and identifying and utilizing the talents of student scholars to make positive contributions to the DU community. Scholars are paired with a faculty or staff Collegiate Coach to work with them throughout the year and are guided through a

menu of beneficial activities to help them build a connection to DU and enhance their overall experience. This is an exciting new endeavor and we are privileged to have these talented scholars as DU Pioneers. For more information, contact: Tracey Peters, Assistant Director at [Tracey.Peters@du.edu](mailto:Tracey.Peters@du.edu) or at 303-871-7659.

### **SafeZone**

SafeZone is a training program designed to raise awareness around issues related to the GLBTIQ (Gay, Lesbian, Bisexual, Transgendered, Intersex, Queer and Questioning) experience here on the DU campus. This program explores these issues using identity models, colloquial terms, as well as various interactive exercises. Used as an education or awareness tool, SafeZone is designed to bolster allies, and assist with creating a safe, inclusive campus for all regardless of their personal identities, communities, or values. For more information contact: Thomas Walker, Associate Director and Coordinator for LGBTIQA and Social Justice Initiatives at 303-871-4614.

### **WORKSHOP SERIES FOR DOCTORAL CANDIDATES**

The University of Denver has created a Workshop Series for DU Doctoral Candidates to prepare for a career in academia. This series includes presentations by experts in the field addressing strategies for completing the dissertation, preparing a curricula vita and cover letter, negotiating faculty contracts, how to balance research, teaching, and community service, understanding the tenure process, the importance and value of mentoring and networking, and navigating various employment obstacles and challenges. Hosted by the Offices of the Vice Provost for Graduate Studies and Research and the Assistant Provost for Multicultural Recruitment and Retention, the series begins in November 2004 continuing throughout the 2004-2005 academic year. For more information, please contact: Fernando Guzman, Assistant Provost, [fguzman@du.edu](mailto:fguzman@du.edu), 303.871.7660.

### **STUDENT ORGANIZATIONS HOUSED AT CME**

#### **GLAMA (Graduate Leadership Association for Minorities & Allies)**

The mission of the Graduate Leadership Association of Minorities and Allies (GLAMA) is to represent and serve all graduate students of color, gay, lesbian, bisexual, transgender, queer/questioning, and intersex (GLBTQI) graduate students and graduate student allies at the University of Denver who are interested in furthering issues of diversity and creating a safe and inclusive academic and social campus climate. GLAMA shall accomplish this by soliciting the views of graduate students of color, GLBTQI graduate students, and graduate student allies and then representing those views through intergroup dialogue, social justice awareness, and event planning for the graduate student community. For more information, please visit the GLAMA website at <http://portfolio.du.edu/glama>.

#### **Out For Business**

Out for Business is an educational and professional forum designed to further the interests of Daniels College of Business graduate students who identify themselves as gay, lesbian, bisexual or transgender. Out for Business members comprise an important social network and represent the GLBT community to the college. The group is especially interested in connecting with Daniels' alumni and friends who are interested in connecting with the college's new GLBT student group.

#### **Pi Lambda Chi Latina Sorority, Inc.**

The mission of Pi Lambda Chi is to create a strong sisterhood and an educational support network for women on college campuses. Pi Lambda Chi seeks to preserve Latina/o culture and history, as well as to promote education and community service in the Latina/o communities surrounding their campuses. The Epsilon chapter of Pi Lambda Chi here at the University of Denver was established in the spring of 2006. Pi Lambda Chi welcomes ladies of all ethnicities and backgrounds. Together, their sisterhood is creating

positive change in the DU community and in the larger community. For more information contact: Vanessa Valdez at [vvaldez2@du.edu](mailto:vvaldez2@du.edu) or Jazmin Muro at [jmuro@du.edu](mailto:jmuro@du.edu).

### **Black Student Alliance**

Mission: To promote diversity within the University of Denver community, by providing educational programs and speakers as well as liaisons between the DU community, the African American Alumni Association, and the African American Denver community. BSA also encourages academic excellence, personal achievement, cultural awareness and recruitment of African Americans and other minorities. [www.du.edu/orgs/bsa](http://www.du.edu/orgs/bsa)

### **Asian Student Alliance**

ASA, formerly CAPSA, addresses the issues that Asian-American youth face today. Their mission is to provide an academic, political, and social support group for each Asian-American student through community events aimed at promoting cultural awareness, volunteering in the local community, and networking on campus.

### **Vietnamese Student Alliance**

Mission: To encourage DU students and faculty involvement within the Vietnamese community and the whole community at large.

VSA is a non-political, non-profit organization for the purposes of:

- Promoting and preserving Vietnamese culture and language.
- Uniting those with shared interest in Vietnamese culture regardless of race, sex, gender, ethnic group, political aspirations, or sexual preference.

[www.du.edu/orgs/vsa](http://www.du.edu/orgs/vsa)

### **Queer Straight Alliance**

This organization is open to all gay, bisexual, transgender, questioning, straight or other people inside the DU community. Pride is not only focused on serving as a social circle, but also on offering a chance to relax after midterms and papers. Most important, pride serves as a support group for those seeking answers. Wherever you are on your path, our meetings and events are open to you.

### **Hawaii Club**

Ho'ailona o Lokahi (symbol of unity) perpetuates the "Aloha Spirit" to all members of the DU community and encourages them to experience the greatness of Aloha and the Hawaiian culture. We welcome those who share a common interest in Hawaii's culture. Our purpose is to unify the DU community through the awareness of the Hawaiian culture and heritage. We have held several workshops to educate others about Hawaii. In April Ho'ailona o Lokahi presented DU's long-awaited authentic luau. Most importantly you don't have to be from Hawaii.

### **Latino Student Alliance**

The Latino Student Alliance fosters unity among people of Latino background and the campus community. It helps Latino students maintain a good academic standing and works toward fostering a better understanding between Latino Students and the surrounding community. For questions, please contact Manuel Ceballos at [mceballo@du.edu](mailto:mceballo@du.edu).

### **Native Student Alliance**

The Native Student Alliance strives to create an awareness of cultures, current and historical issues in Native America on the University campus while providing an environment in which Native American students can commune with one another and orient themselves in a larger world. The Native Student

Alliance works to create ties both on and off the DU campus in order to maintain a sense of a Native American community. For more information, contact Alicia Chee at [Alicia.Chee@du.edu](mailto:Alicia.Chee@du.edu)

## **Center for Teaching and Learning**

The mission of the Center for Teaching and Learning is to promote and support a culture at the University of Denver that values and rewards excellence in teaching and learning by

- providing professional development opportunities to improve teaching practices for new and experienced faculty members
- developing and supporting state-of-the-art technology and web-based applications that enhance student learning
- collaborating with faculty on innovative teaching projects

A variety of development opportunities are offered, including seminars, workshops, and conferences on teaching and learning, and classroom observation and consultation. These sessions provide guidance on best practices for engaging students in the classroom, and on effective use of web-based teaching tools.

The Faculty Technology Resource Center is located in the CTL where training is available for faculty and other teaching staff who want to use the software and hardware available in the resource center. The resource center is staffed from 8:30-4:30 PM Monday through Friday. Faculty and other teaching staff may use our facilities by arranged access on evening and weekends.

Help and training is also available on the web-based applications that support the educational mission at DU. These resources include Blackboard, DU's Portfolio Community, the DU Visual Art Gallery Application, and the Electronic Capstones, Theses, and Dissertations application. The last three of these were developed by CTL staff in collaboration with DU faculty and students.

### **Contact Information:**

Center for Teaching & Learning  
2150 E. Evans Ave., Room 323  
Denver, CO 80208.

General Information: 303-871-2763, Help line: 303-871-2084.

## **Citizenship and Community Standards**

The Office of Citizenship & Community Standards (CCS) at the University of Denver supports the University and Student Life Division missions by providing programs and services designed to foster a positive and safe environment for student learning. CCS strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;
- uphold high standards of personal and academic integrity;
- are accepting of differences and gain an appreciation for living in a pluralistic society;
- understand the impact of their behavior both upon the University and the surrounding Denver community; and
- freely accept the responsibility for and consequences of their conduct.

CCS is comprised of two areas of responsibility:

- The Honor Code is meant to foster and advance an environment of ethical conduct in our academic community.

- The Code of Student Conduct contains information on the behavioral standards expected of all students at the University of Denver.

CCS Staff are available to answer questions and hear concerns about the areas listed above. Feel free to contact us at [ccs@du.edu](mailto:ccs@du.edu) and/or 303.871.4851.

## **Disability Services Program – Learning Effectiveness Program**

### **Disability Services Program (DSP): Serving Undergraduate and Graduate Students**

The Disability Services Program (DSP) at the University of Denver coordinates appropriate and reasonable accommodations to afford equal opportunity and full participation in University programs for undergraduate and graduate students with documented disabilities.

Current documentation of disability is required in order to grant accommodations and students must complete a Student Intake packet where accommodations are formally requested. This information is kept separate and confidential and is not part of DU academic records.

Policies and procedures for students with disabilities are outlined in the Handbook for Students with Disabilities, [www.du.edu/studentlife/disability/dsp/index.html](http://www.du.edu/studentlife/disability/dsp/index.html). The Student Intake packet and other forms and information can also be found on the DSP website. The handbook and forms are also available in hardcopy, or in alternate formats when requested.

Students wishing to request accommodations should contact the DSP staff; appointments are not required, but may be helpful in expediting the accommodations process. DSP is located below the bookstore in Driscoll Student Center South; 303-871-2455/2278.

The College of Law, Graduate School of Social Work (GSSW), the Women's College, and University College, and other selected departments/programs, have designated disability liaisons who can assist with the provision of accommodations. Students enrolled in these programs should contact DSP as soon as possible but will often work with both the disability liaison and a DSP staff person in arranging and implementing accommodations:

- College of Law – 303.871.6113
- GSSW – 303.871.3709
- Women's College – 303.871.6807
- University College – 303.871.3195

### **Learning Effectiveness Program (LEP): A Fee-for-Service Program -- Serving Undergraduate and Graduate Students**

The Learning Effectiveness Program (LEP) at the University of Denver is an academic support program for undergraduate and graduate students with learning disabilities and/or Attention Deficit/Hyperactivity Disorder (AD/HD) enrolled at DU. Students elect to enroll in the LEP, a fee-based program offering comprehensive academic support services. Students enrolled in the LEP sign a one-year contract each year.

#### ***Academic Counselors***

The cornerstone of the LEP is the contact and relationship that students enrolled in the program have with their assigned academic counselors. The academic counselors provide academic support to students, including the following:

- assisting with written and expressive language assignments
- developing organizational and learning strategies
- instructing on time management
- providing tutorial support

**Tutors**

To meet the needs of students enrolled in various degree programs, the LEP offers discipline-specific tutorial support in addition to the services of the academic counselor. The tutorial staff of the LEP is comprised of adjunct faculty, graduate students, and upper-division students who have demonstrated a solid mastery of their discipline. Regular tutoring is available in the LEP weekly; additional tutoring times may be scheduled.

Both DSP and LEP offices are located in *The Center for Academic and Career Development*, Driscoll University Center South, on the first floor below the DU bookstore. Office hours are Monday – Friday 8:00am – 5:00pm. Counselor hours vary.

Comparison of Programs

<b>University Disability Services</b>	
<b>Disability Services Program (DSP)</b>	<b>Learning Effectiveness Program (LEP)</b>
Accommodations for students with diagnosed physical, psychiatric, and learning disabilities	Services for students with learning disabilities/challenges and/or ADHD
Free	Fee for Service
Appropriate and reasonable accommodations (not an inclusive list)	Extended services
Test Accommodations Alternate Format Text Liaison to instructors and departments Course substitutions Tutor referrals Sign language interpreters Library assistance	Individualized support/ weekly meetings with academic counselor Writing development Content area tutors Time Management Organizational Skills training Library orientation and research assistance
Driscoll Student Center South	
303.871.2455/ 2278 / 7432	303.871.2372

**Gender Violence Education and Support Services**

**Contact information:**

[www.du.edu/studentlife/Sexual\\_Assault](http://www.du.edu/studentlife/Sexual_Assault), 303.871.3853, 103 Nelson Residence Hall

This department in the Student Life Division provides advocacy and support for students, staff, and faculty who have been affected by gender violence. Services from this office can be accessed for free and are confidential.

Its mission is:

- To provide safe and confidential resources and assistance to survivors of gender violence, and their friends and families
- To educate the campus community on gender violence and its effects
- To provide primary prevention initiatives
- To enhance the experience of all students, staff, and faculty in conjunction with the University of Denver's mission and Student Life Division's mission

The GVESS Office provides services to all who need them regardless of race, color, national origin, age, religion, disability, sexual orientation, gender, gender identity, marital status, and veteran status. Services include:

### **The Sexual Assault Survivor Advocate (SASA) Network**

An on call team of advocates available to offer advice and referrals to survivors of sexual assault, services are free and confidential. The SASA Network is on call 24/7 during academic quarters. Please contact us at 303-871-3456.

### **Individual advocacy and support**

Schedule an appointment for information and support if you are a survivor. Friends and family members of survivors are welcome to contact our office as well.

### **The Gender Violence Resource Center (102 Nelson Hall)**

A library of books, journal articles, and DVDs that deal with gender violence. Materials are available for check out to members of the DU community;

### **Training and Education**

- The GVESS office can offer a variety of gender violence workshops for your department, your class, or a student organization you belong to.
- GVESS sponsors an annual Sexual Assault Awareness Week every April

### **Definition of Gender Violence**

Gender violence includes sexual assault, stalking, dating violence, and domestic violence. Sexual assault is any act of sex without consent. If you are under the influence of alcohol or other drugs, Colorado law states that you may not be able to give consent. Dating and domestic violence can take many forms including but not limited to emotional, physical, economic, and verbal abuse. Stalking is increasing in prevalence especially with the popularity on online social forums. Anyone can be a victim of gender violence. An important bottom line to remember is that the victim is **never** to blame. Gender violence centers on the perpetrator exerting power and control over another person, whether that person is their partner, a classmate or a stranger, not the actions of the survivor.

### **How can we help?**

The Office of Gender Violence Education and Support Services can offer support, guidance, and advocacy for survivors of gender violence and their friends and family.

## **DU and Local Resource Numbers**

DU Gender Violence Education and Support Serv.	303.871.3853
DU Sexual Assault Survivor Advocate Network	303.871.3456
DU On call DU Counselor (after hours)	303.871.3000
DU Center for Multicultural Excellence	303.871.2942
RAINN (National Rape Hotline, 24/7)	1.800.656.HOPE
RAAP (Denver rape hotline, 24/7)	303.322.7273
DPD's Victim Assistance Unit (VAU)	720.913.6035
Denver Police Non-Emergency	720.913.2000
Safehouse Denver (Domestic Violence)	303.318.9989
CO Anti Violence Program (LGBT resource, 24hr)	303.852.5094
Servicios De La Raza, Inc. (Espanol/English)	303.458.5851
Asian Pacific Development Center (24/7)	303.393.0304
DV Initiative for Women w/ Disabilities	303.839.5510 V/TDD
DOVE (resources for deaf abused women, 24/7)	303.831.7874 (TTY)
Project Safeguard (Free legal advice)	303.863.7233
Amend (Abusive Men Exploring New Directions)	303.832.6363
Muslim Family Services of Colorado	303.755.5228
Colorado Legal Services	303.837.1313
National Domestic Violence Hotline	1.800.799.SAFE

If you have questions, please contact the Program Director, Dana Vaughn-Mgunda, at 303-871-3853 or [dana.vaughn-mgunda@du.edu](mailto:dana.vaughn-mgunda@du.edu)

## **Graduate Student Association Council (GSAC)**

### **WHAT IS GSAC?**

The Graduate Student Association Council (GSAC) is your representative graduate student association at the University of Denver. Comprised of members from each graduate unit's respective student associations, GSAC plays a unique role as the lead advocate for the interests of DU's entire graduate student community. Given your unique and crucial position as Graduate Teaching Assistants, GSAC is especially interested in hearing your concerns and issues and serving as an advocate for you to all levels of university administration and governance. As your primary advocate, GSAC's mission is to foster a sense of community among graduate students and to represent that community and its interests to DU's administration.

To encourage a sense of community, GSAC works with a variety of organizations on and off campus, ranging from each graduate unit's graduate student association, to cultural associations, to Denver-based organizations, to support activities and events that benefit graduate students. Moreover, GSAC provides a forum that allows graduate students from a variety of disciplines to identify and organize around key issues affecting graduate student experiences at DU. Below are just a few of the GSAC highlights for the 2008-2009 year.

### **FALL QUARTER 2008**

- GSAC organized an orientation cookout for both new and returning graduate students on Campus Green with approximately 500 in attendance.
- GSAC organized the first annual 'Grad Games' bringing graduate students from various programs of study together for some friendly competition during homecoming weekend with approximately 100 participants.

- GSAC worked with University Technology Services to create a new website. Check us out at [www.du.edu/gsac](http://www.du.edu/gsac)!

#### WINTER QUARTER 2009

- GSAC organized an interdisciplinary faculty panel around the topic of what graduate education dedicated to the public good looks like, bringing faculty and graduate students from across campus together to collaborate and socialize.
- GSAC organized a graduate student social at Stick-E-Star and graduate student night at the CU-Colorado College Hockey Game with approximately 175 attendees.
- GSAC initiated a graduate student work group to identify the most salient issues facing graduate students and to propose solutions to those issues.

#### SPRING QUARTER 2009

- GSAC brought back Graduate Research Day to DU, providing an arena for graduate students from across campus to showcase their academic research and original artwork.
- GSAC assisted the Career Center in volunteering for Project Homeless Connect 2008 in the resume writing and interviewing skills areas.
- Over the course of the year, GSAC provided conference and research funding to over 25 graduate students as well as funded a number of graduate student-initiated projects, including the Sturm College of Law's 'Job Jam,' the College of Education Anthology, and a microfinance project between the Daniels College of Business and the Korbel School for International Studies.

If you have any questions or want to learn more about GSAC and your program's graduate student association, please visit our website at [www.du.edu/gsac](http://www.du.edu/gsac)

### 2009-2010 GSAC/GSA CONTACT LIST

#### **EXECUTIVE COUNCIL CONTACTS**

Website: [www.du.edu/gsac](http://www.du.edu/gsac)

E-mail: [gsac@du.edu](mailto:gsac@du.edu)

President – Jacob Hahn

Vice President, Communications – Carlos Solorzano

Vice President, Finance – Sarah Taber

Vice President, Administration – Sara Noel

Vice President, PR & Marketing – Jared Doi

#### **GSA CONTACTS**

##### **College of Education Student Association (COESA)**

COESA President: Angie Lepre, [Angie.Lepre@du.edu](mailto:Angie.Lepre@du.edu)

COESA Website: <http://portfolio.du.edu/COESA>

##### **Conflict Resolution Graduate Student Association (CRGSA)**

CRGSA President: Cory Stufflebeem, [Cory.Stufflebeem@du.edu](mailto:Cory.Stufflebeem@du.edu)

CRGSA Website: <http://portfolio.du.edu/crgsa>

##### **Graduate Business Student Association (GBSA)**

GBSA President: Alexandra West, [Alexandra.West@du.edu](mailto:Alexandra.West@du.edu)

GBSA Website: <http://daniels.du.edu/gbsa/index.cfm>

### **Graduate Students of the Four Faculties (GSFF)**

GSFF President: Patty Palko, [ppalko@du.edu](mailto:ppalko@du.edu)

GSFF Website: <http://portfolio.du.edu/gdff>

### **Josef Korbel School of International Studies (JKSIS)**

JKSIS President: Sarah Strnad, [HD.Strnad@du.edu](mailto:HD.Strnad@du.edu)

JKSIS Website: <http://portfolio.du.edu/sga>

### **Graduate School Association of Professional Psychology (GSAPP)**

GSAPP President: Jessica Dale, [Jessica.Dale@du.edu](mailto:Jessica.Dale@du.edu)

GSAPP Website: <http://www.du.edu/gsppl/>

### **Graduate School of Social Work (GSSW)**

GSSW President: Nadine Bridges, [Nadine.Bridges@du.edu](mailto:Nadine.Bridges@du.edu)

GSSW Website: <http://www.du.edu/gssw/>

### **DU-ILIFF Joint Ph.D Program**

DU-ILIFF President: Micah Saxton, [msaxton@iliff.edu](mailto:msaxton@iliff.edu)

DU-ILIFF Website: <http://www.du.edu/gssw/>

### **Student Bar Association (SBA)**

SBA President: Phil McGrane, [pmcgrane@du.edu](mailto:pmcgrane@du.edu)

SBA Website: <http://law.du.edu/sba/>

## **Health and Counseling Center (HCC)**

The Health and Counseling Center (HCC) is an outpatient, on-campus facility that provides a wide range of medical and mental health services. Physicians, nurses, psychologists, physician assistants, gynecologists, nutritionists, and other professionals staff the center. Paying the DU Health and Counseling fee in combination with the DU Student Health Insurance Plan (SHIP) covers the costs of most services. The HCC staff adheres to strict confidentiality requirements so patients and clients can be assured of privacy. We're located in the Ritchie Center on the 3<sup>rd</sup> Floor (use the North entrance off Buchtel Boulevard).

### **Health and Medical Services**

- General medical care
- Same day appointments for illness/injury
- Referral Services
- Specialist services: dermatology, gynecology, nutrition
- Immunizations, injections, allergy shots, and EKG's
- Lab tests and confidential HIV testing
- Discounted medications & birth control
- Travel health consultations
- After hours on-call service

All students enrolled for academic credit (full-time or part-time; undergraduate or graduate) may use the HCC. Students' spouses are also welcome for general medical care. Services are available between the hours of 8:00 a.m. and 5:00 p.m., MWThF (We open at 9:00am on Tuesdays).

*Contact information:* Phone number: 303-871-2205. After hours: 303-871-2205. Web site: [www.du.edu/duhealth/](http://www.du.edu/duhealth/).

## **Counseling Services**

- Counseling/Psychotherapy (individual, couples, group) – brief therapy model for students
- Psychological testing (e.g., for learning disabilities and attention deficit disorder)
- Crisis intervention services (24 hours/day, 7 days/week)
- Psychiatric consultation (medications) when referred by HCC staff
- Consultation/outreach
- Health psychology and behavioral medicine
- Training and research

The Counseling center is open year round from 8:00 a.m. – 5:00 p.m. MWThF and 9:00-5:00 on Tuesdays. Urgent (same-day crisis) appointments can be arranged by calling the front desk. Potential clients are encouraged to use the website at [www.du.edu/duhealth/counseling/index.html](http://www.du.edu/duhealth/counseling/index.html) to get more information regarding services, find out interest and expertise areas of the staff members, and access helpful links.

*Contact information:* Call the front desk at 303-871-2205 to schedule an appointment. For after-hours crises, call 303-871-3000 and ask to page the counselor-on-call. Web site: <http://www.du.edu/duhealth/>

## **Health Promotion & Education**

College student specific health information & programs on a wide variety of topics  
Tobacco cessation services available to students who are ready to quit or thinking about quitting  
Various student, staff, and faculty events throughout the year sponsored by the HCC  
Student Health 101 e-Newsletter distributed monthly

*Contact information:* Phone: 303-871-2205. E-mail: [healthpromotion@hcc.du.edu](mailto:healthpromotion@hcc.du.edu). Website: [www.du.edu/duhealth](http://www.du.edu/duhealth)

## **Health Insurance Scholarship- GTA/GRA**

### **Scholarship Overview**

The GTA/GRA Health Insurance Scholarship covers the cost of the DU Student Health Insurance Plan (SHIP) in addition to the Health & Counseling Center Fee. If a student meets **ALL** of the eligibility requirements, they will receive an email **in late August or early September** with instructions on how to receive this scholarship. Eligibility is determined one time per year, in the fall, and coverage runs from September 1<sup>st</sup> through August 31<sup>st</sup>.

### **Eligibility Requirements**

To be eligible for the GTA/GRA Health Insurance Scholarship you **must** meet all of the following criteria:

1. Have a full-time appointment as a GTA or GRA for the fall, winter, and spring quarters.
2. Have a tuition waiver offer from your department averaging at least 8 credit hours for the fall, winter, and spring quarters (for a total of at least 24 credits).
3. Register for and complete an average of 8 credit hours during the fall, winter, and spring quarters (for a total of at least 24 credits of actual course work, not including Continuous Enrollment).
4. Must not be registering for Continuous Enrollment (CENR) alone in any one of the three quarters.

5. Must return the completed eligibility form indicating “Accept” by the annual fall quarter deadline.
6. After accepting the scholarship, failure to fulfill any of the above listed requirements may result in a hold being placed on your account. The hold will not be removed until you have repaid the Health Insurance charges.

## **Procedures**

The following process will be followed to determine eligibility for and payment of the GTA/GRA Health Insurance Scholarship (from here on referred to as “scholarship”):

1. Departmental administrators must enter GTA/GRA data into Banner system Financial Aid Award (RZAAWRD) and Assistantship (SGAASST) forms. Training sessions on the procedures for entering data into the SGAASST screen will be held in the summer.
2. The Office of Graduate Studies (Graduate Studies) places the scholarship offer on the Financial Aid accounts of students with tuition waiver offers of 24 credits or more.
3. Graduate Studies runs a report to identify students who are eligible for the scholarship, and sends each eligible student an email to their DU account in late August or early September containing the Eligibility Form and rules for receiving the scholarship. A list of eligible students is also emailed to the departmental administrators.
4. Eligible students who wish to receive the scholarship must return the completed Eligibility Form to Graduate Studies by the deadline indicated in the email, otherwise their form will not be processed and the benefit will not be received. Completed forms, in which the student has accepted the scholarship, are then used by Graduate Studies to authorize the release of the award.

The award payment will automatically be applied to the eligible student’s account if the student:

1. Has registered for classes.
2. Has been assessed the DU Health Insurance Plan and/or the Health & Counseling Fee (either auto-assessed or arranged by the student through the Health Center).
3. Has NOT waived the DU Health Insurance Plan and/or the Health & Counseling Fee online.

## **IMPORTANT!!**

**If you have been told that a student will receive this scholarship but they do not meet these eligibility requirements, please contact Paula Bickel in the Office of Graduate Studies at (303) 871-2649 or email to [gstbud@du.edu](mailto:gstbud@du.edu).**

If you have any questions about coverage under the DU Student Health Insurance Plan (SHIP) or the Health & Counseling Center Fee, please contact Jill Hatch, Insurance Coordinator, DU Student Health and Counseling at (303) 871-4136 or email to [Jill.Hatch@du.edu](mailto:Jill.Hatch@du.edu).

If you have any questions about coverage under the DU Student Health Insurance Plan (SHIP) or the Health & Counseling Center Fee, please contact Jeremiah Mashore, Insurance Coordinator, DU Student Health and Counseling at (303) 871-4136 or email to [jmashore@du.edu](mailto:jmashore@du.edu)

## **Human Resources**

Welcome to Human Resources at the University of Denver!

DU Human Resources is available to support you in your employment and work at the University of Denver. We can answer your questions about benefits (including health insurance), employment,

professional development and effectiveness – or point you in the right direction. We hope you will take advantage of the professional opportunities and personal rewards that working at DU offers.

As employees of the University, you have a responsibility to ensure a safe environment and climate of excellence. This responsibility includes understanding and acting upon University policies designed to ensure:

- Zero tolerance for illegal discrimination in educational or employment opportunity
- Zero tolerance for violence in the campus workplace
- Adherence to University policies on the use of alcohol and controlled substances

Other support and key services offered by DU Human Resources are:

- Benefits information (under “New Employees” – “Non-appointed” on the HR website)
- Access to more than 2,000 online professional development courses, as well as other training and development resources
- Employment resources - applicant and manager information
- Human resources calendar

We encourage you to use your GTA position to develop your professional and leadership skills. Contact the Office of Organizational Effectiveness (Sharon Gabel) in Human Resources for personalized career and professional development consultation.

*Contact information:* Human Resources, [www.du.edu/hr](http://www.du.edu/hr), 303-871-7420. Location: Mary Reed Bldg – 4<sup>th</sup> Floor, 2199 S. University Blvd., Denver, CO 80208. Web site: [www.du.edu/hr/](http://www.du.edu/hr/).

## Ombuds Office

The Ombuds at the University of Denver provides confidential and informal assistance to anyone having problems with or within the University. Detailed information and resources are available on the web: <http://www.du.edu/ombuds>

For more information or to schedule an appointment, contact the Ombuds:

Phone: 303.871.4712

Fax: 303.871.2748

Email: [ombuds@du.edu](mailto:ombuds@du.edu)

## Payroll

### How to sign up for Direct Deposit in 8 easy steps

- 1) Go to <http://webcentral.du.edu> sign in with DU ID# and Passcode
- 2) Click on tab My Web
- 3) Select “Employee Information”
- 4) Select “Pay Information”
- 5) Click on “Modify Direct Deposit”
- 6) Enter bank information click on save
- 7) If you are splitting your check make sure the account that has the “Remaining” amount is Priority #2 tap out of field.
- 8) Done!

You can check to make sure you are set up correctly by going to Direct Deposit Allocation.

As of July 2009 we no longer print Direct Deposit Advices, you can view your advice on WebCentral.

- 1) Log on the WebCentral using your DU ID and passcode <http://webcentral.du.edu>
- 2) Click on "Employee" tab.
- 3) Click on "Pay Stub" link in the "employee Information" section.
- 4) Click "Display" to access and review all pay information.

## **Penrose Library**

Penrose Library offers a full range of services and resources, paper and electronic, supporting all academic disciplines of the University. The starting point for library research is the Penrose Library website: <http://library.du.edu/>. To find specific books, journals, and government documents, search PEAK, the library catalog. You can also access millions of journal articles from hundreds of subscription article databases through the Library's home page. The library also provides access to hundreds of thousands of electronic books, online test preparation services, language learning resources such as Rosetta Stone, and much more.

The Research Center should be a student's first point of contact for questions about locating books, finding articles on a topic, or using electronic resources. You can ask questions at the Research Center on the main floor of Penrose Library in person, or by calling 303-871-2905, emailing [research-help@du.edu](mailto:research-help@du.edu), or chatting with staff from the home page <http://library.du.edu/>. Staff are available to answer your questions seven days a week.

For more in-depth assistance, one-on-one research consultations are available on a drop-in basis or by appointment at the Research Center. Consultations can help you at any stage of the research process and on any type of project, from a short paper to a thesis or dissertation. We provide expert guidance at all levels: from demystifying library research for undergraduate students, to helping graduate students on large projects over time, to working with faculty to design new courses and write literature reviews. Graduate students usually find it helpful to set up an appointment in advance so that they can meet with the subject librarian for their discipline. Request an appointment by phone (303-871-2905) or through the website.

Librarians are also available to teach workshops for your students that review the research process, explain how to access materials through the library, and introduce students to specialized resources in their field. Workshops can be tailored to specific subjects and assignments and can be held at the library or in your regular classroom. The library also offers a number of open workshops for students and faculty on topics such as Google Scholar, RefWorks, and finding grants. Schedules for these workshops are posted on the home page of the library at the start of every quarter.

Also housed in Penrose Library, are the Writing Center; Quick Copy, the campus copy center; and the University Technology Services helpdesk.

*Contact information:* Erin Meyer, Student Outreach Librarian and Research Center Coordinator, 303-871-3445, [erin.meyer@du.edu](mailto:erin.meyer@du.edu). Penrose Library, 2150 E. Evans Avenue, Denver, CO 80208.

## **Transportation Center**

### **Multi-modal Transportation**

The University of Denver is committed to minimizing traffic and pollution in and around campus and encourages students, faculty, and staff to leave their cars at home whenever possible. To help promote transportation options, the University established the Transportation Center - a one-stop shop for

information about alternatives to driving alone. The office is located at 2130 S. High Street, in the Evans Ave. parking structure.

The University of Denver is a short trip from major area attractions such as Coors Field, the Pepsi Center, Invesco Field at Mile High, Washington Park, Lower Downtown (LoDo), and the Cherry Creek Shopping District. Students can reach these and many other destinations by walking, biking, bus and light rail – or any combination of these alternatives. Please see our website, [www.du.edu/transcenter](http://www.du.edu/transcenter) for more information.

## **TRANSIT**

### **Passes**

A Regional Transportation District (RTD) College Pass is included in full-time graduate student fees. This very-reduced price, all-access benefit is provided in the form of a sticker on the student's ID card and it enables the student to use all of RTD's bus and light rail services at no charge during the academic year. Users simply show the driver their pass (ID with sticker) as they board the bus or to a light rail attendant if asked. The Transportation Center issues the RTD passes Monday through Friday, from approximately 9 am to 4 pm. (\*Note-- A few grad programs do not assess the College Pass fee, and those students are not eligible for the pass—details at the Transportation Center or on the web at [www.du.edu/transcenter](http://www.du.edu/transcenter).)

### **Light Rail**

One of thirteen southeast light rail stations is located at the north end of campus, at High Street and Buchtel Boulevard. This "University of Denver Station" makes it even more convenient to get around without a car, going to Downtown Denver venues as well as the Denver Tech Center and Aurora. Transportation Center staff are happy to help students with RTD bus and light rail route and schedule information; or visit RTD's website, [www.rtd-denver.com](http://www.rtd-denver.com) to use their Trip Planner tool.

## **BICYCLES**

It is recommended that anyone bringing a bike to campus register it with Campus Safety. Registration is easy, free and can be done on the web at [www.du.edu/campus-safety/Property.htm](http://www.du.edu/campus-safety/Property.htm). In addition, the Transportation Center has information about bike routes and safety, including advocating the use of a "U-lock" as required by Campus Safety. These are available in the Bookstore, at the Parking Office, and in local bike shops.

## **University Technology Services**

University Technology Services (UTS) manages the central network and technologies for the University. These include the network and wireless connections in all buildings on campus and the campus-wide printing system. It maintains the main student computer lab in Penrose Library and the central computer facilities. The lab in Penrose Library is located in the late night study area for extended after-hours use. Individual departments and the Department of Residence maintain additional computing labs on campus. They include labs in John Greene Hall (maintained by the Department of Mathematics and Computer Science) and labs in Centennial Halls, Johnson-McFarlane Hall, and Dunklee Hall (maintained by the Department of Residence). To get help with questions about University computers or software, UTS staffs a help-line at 871-4700. Laptop computers with problems should be taken to the Help Desk in the Penrose Library.

Campus printing is provided in buildings throughout campus. Students receive 300 free printed pages per quarter, then the cost is seven cents per page. Color printing is available in the Penrose Library and the

Daniels College of Business. Labs maintained by UTS include Windows computers with network connections.. Equipment in these labs is available on a first-come, first-served basis. For up-to-date information about labs and classrooms maintained by UTS visit the UTS Web site. For information about labs and classrooms maintained by other departments, contact the appropriate departments.

*Contact information:* Help line phone number: 303-871-4700. Lab phone numbers: Penrose Library, 871-4889; Centennial Halls, 871-2565; Johnson-McFarlane Hall, 871-2183; DCB, 871-3121; John Greene Hall, 871-2453; Dunklee Hall, 871-6803. Web site: [www.du.edu/uts/](http://www.du.edu/uts/).

## **The Writing Center and the Writing Program**

DU's national award-winning University Writing Program leads four connected writing initiatives on campus: the First Year Writing sequence, the Writing Intensive Core Course requirement, Writing in the Majors, and the Writing Center, located on the main floor of Penrose Library.

The Writing Center provides writing help for all students, from first-year to graduate students, at all stages of the writing process. All writers who want feedback from an informed reader, or who want to hone their skills with the help of an expert writing consultant, are welcome to use our services. In our third year of operation, nearly 50% of the people we worked with were graduate students working on theses, dissertation chapters, or articles for publication.

You might find it helpful to know that by the end of their first year, most undergraduate students will have completed a first year seminar that generally features considerable writing and a two-course writing sequence. WRIT 1122 teaches rhetorical strategies that are vital in writing arguments for well-educated readers. WRIT 1133 teaches strategies needed for research-based writing in diverse academic and nonacademic situations. You might also find it helpful to know that students must complete one of their three Core Courses in a writing intensive section, usually after their sophomore year. Detailed descriptions of Writing and Writing Intensive Core courses (including goals and requirements) can be found on the Program's web site: <http://www.du.edu/writing>

The Writing Program also provide support for faculty. If you'd like advice on creating effective assignments or on how to respond efficiently and effectively to student papers, please contact us. We can provide individual consultations with you or workshops for your class. Please contact [writing@du.edu](mailto:writing@du.edu) or call 303.871.7448.

The Writing Program's Director is Dr. Doug Hesse, and the Center's director is Dr. Eliana Schonberg. Nineteen writing program lecturers provide campus expertise.

## **Guidelines for GTAs in the Laboratory/Classroom**

### **A. The Nuts and Bolts of being a competent GTA**

#### **1. Organization**

The importance of being organized and prepared for each session cannot be overemphasized. Students respond well to an organized instructor and are much more likely to be prepared for lab when they know that their instructor (you!) is also prepared. At the beginning of each term, you will typically meet with your faculty supervisor to receive specific instructions and guidelines. Although the duties will vary by department and by course, it is likely that you will be expected to:

- Be thoroughly prepared for each session. This may include reading student assignments, working pre-lab worksheets, and reviewing calculations/computer activities that are be part of the session.

- Grade reports and prelab exercises
- Grade homework/exams for lecture professors
- Proctor exams for lecture professors
- Attend weekly GTA meetings
- Hold office hours and/or help desk hours during the week

With these duties in mind, it is strongly recommended that you sit down and organize your weekly calendar, setting aside time when you will get ready for each session, grade papers, attend weekly meetings, hold office hours, etc. Also note your own class schedule on the calendar and allow large blocks of time for your own study.

## **2. Safety**

If you are serving as a GTA in a science lab, you are responsible for the safety of all students so it is important that you are aware of the safety issues associated with each lab. Communicate these issues to the students at the beginning of each session. Look for safety problems or other hazards and take the responsibility of dealing with them by either taking care of them yourself or by notifying the lab manager in your department. You may also be required to attend a general laboratory safety training session.

## **3. Grading, office hours**

GTA's are teachers and hence must meet performance standards that are expected of all teachers in the department or division. Specific standards will vary by department and should be clarified at the beginning of each term. Some common guidelines include:

- Maintain grade and attendance records carefully with no missing or incorrectly recorded grades. Loss of grades is **SERIOUS**. A reliable backup for grading records should be established.
- Grade all assignments and return them to students in a timely fashion.
- Be consistent in your grading across all sections you are supervising. Talk with the course instructor about grading expectations and how to evaluate student performance. Grading must be accurate and appropriate feedback (for example, written comments) should be given to students.
- Be in the office during your established office hours. They must be able to find you during these times.
- Verify that all information you are providing to students is correct. This includes content information about the subject you are teaching, and grading and administrative policies and procedures. If you don't know or are not sure about something, it is your responsibility to find it out.
- Be on time to your lab session. If you start class late, your students may not have enough time to complete the required in-class exercises and may be less likely to be on time themselves.

## **4. Conduct**

- Assume the professional roll as teacher to your students.
- It is natural to like some students better than others, but it is imperative that you show no preferential treatment or favoritism to individual students either in the class or outside of class.
- Be engaged with students during class time, help desk, and/or office hours. If you are conducting a lab, help students who have questions on the lab. When there are no questions, circulate among the lab groups and make certain that all students are on-track.

## **5. Getting started**

Students will not necessarily know what it takes to be successful in your class and this will lead to frustration on everyone's part. They won't understand what they are supposed to do and you won't

understand why they are not performing well. This can be alleviated from the very beginning if you will simply tell your students how to succeed! This might include a discussion of study habits as well as giving them a handout such as the one in “Successful Beginnings” (page 30). Other tips include:

- Clarify attendance, late, and grading policies (and stick to these policies!).
- Accommodate students with special needs.
- Discuss academic integrity issues and the DU honor code.

## **6. The first day**

You are likely to not have sufficient time to carry out all of these suggestions, but choose at least one that lets you find out who your students are (for example one of the “Student disclosure exercises” on page 45), and one that lets your students find out who you are and what the class is about (for example, see pages It is amazing how simple activities like these can help reduce any stresses that the students may feel and create a welcoming environment. When students feel welcome in the class, they will work harder and learn more!

## **B. The Art of being an exceptional GTA**

The next step is to consider ways that will move you from being a good GTA to being an exceptional one. Here are a few ideas for you to think about as you begin your teaching assignments.

Students want to feel that you care about their learning and are willing to help them. Think about the course as a cooperative effort between you and your students, and communicate to the students your desire that they learn the material.

Students want to feel comfortable in asking you questions, and secure in the knowledge that you will not belittle them or their comments. Because you are their teacher and you have power over a portion of their lives, what you say to them can carry more meaning than if you were talking to one of your peers. Hence, it is important to be careful about sarcasm, teasing, and joking around - these can be easily misinterpreted.

The person who learns the most in any teaching situation is nearly always the one who is doing the teaching!! Hence, give your students a chance to be the “teacher”. For example, perhaps let them give the short introduction to the lab/class topics or report on the meaning of their results to the rest of the class.

There are many helpful hints available from your professors, other GTAs, on the internet, in books on teaching strategies and many others for dealing with promoting student participation and motivation, creating a truly interactive learning experience for your students, decreasing classroom incivility, etc. Find opportunities to discuss issues with your faculty supervisor and others.

Finally, take responsibility for and ownership of your teaching to make this the best experience for you and your students.

## **Teaching in Diverse Classrooms**

**Information from the Derek Bok Center for Teaching and Learning, Harvard University**

### **TIPS FOR TEACHERS**

Teaching in racially diverse college classrooms often leaves people feeling uncertain about how to proceed and how to behave. Unlike the days when one teaching style fit all students, in today's context there is pressure to acknowledge and accept students with perspectives other than our own, to diversify

our syllabi, to be more aware of classroom dynamics, and to pay more attention to how our students are experiencing the learning process. Our collective ability to respond to and be enriched by these challenges will determine the success of our institutions and students.

To assist faculty and teaching fellows seeking to enhance learning for all students, we have put together this Tip Sheet, in the hope that it will empower educators to create the conditions under which diversity can flourish. When teaching in a multicultural context, we suggest that they prepare themselves in several ways:

- (1) Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.
- (2) Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.
- (3) Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.
- (4) Assess conscious and unconscious biases about people of cultures other than your own.

The suggestions below offer some guidance for all of these stages. Undoubtedly, readers will have ideas of their own; we would appreciate hearing them. Send your comments to [bokcenter@fas.harvard.edu](mailto:bokcenter@fas.harvard.edu).

### **GUIDING SUGGESTIONS:**

1. Educate yourself -- become as sensitive as you can to racial, ethnic, and cultural groups other than your own.

At the same time:

2. Never make assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. Treat each student first and foremost as an individual. Get to know each student individually.

#### **TIPS FOR TEACHING IN RACIALLY DIVERSE COLLEGE CLASSROOMS:**

The following tips are meant to be suggestions and not guaranteed solutions for teaching in racially diverse classrooms. Teachers should develop a range of pedagogical skills that best serve the needs of *all* their students.

### **What a teacher can do in preparation for class:**

#### ***1. Develop a syllabus that explores multiple perspectives on the topic.***

- Incorporate multicultural examples, materials, and visual aids as much as possible in lectures.
- Make sure that the expectations for the pedagogical process and learning outcomes are stated clearly on the syllabus.
- Structure project groups, panels, laboratory teams, and the like so that membership and leadership roles are balanced across ethnic and gender groups.
- Develop paper topics that encourage students to explore different racial and cultural perspectives.
- Assign work of scholars from a variety of racial and ethnic backgrounds relevant to the topic being studied.

#### ***2. Design classroom instruction and materials with a diverse group of students in mind.***

- Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom.
- Design classes with a clear structure (there is a method and meaning to how teaching and learning is to occur) and flexibility (not so rigid that adjustments cannot be made).
- Consider how all students would experience the syllabus.
- Consider whether students of all cultures are likely to have a background in the material.
- Consider whether different approaches to learning are accounted for.

- Anticipate sensitive areas in the subject matter being taught.
- Think in advance about how one might handle sensitive topics or explosive moments.

### **What a teacher can do to be sure the classroom itself is open to all students:**

#### ***1. Create opportunities to get to know your students on an individual/personal basis.***

- Get to know each student individually. Learn their names and how to pronounce them correctly.
- Use eye contact with all students; be open and friendly outside of class.
- Be accessible and encourage students to meet with you during office hours.
- Interact with your students in respectful, challenging, and collaborative ways.

#### ***2. Design opportunities for students to interact with each other in respectful and meaningful ways.***

- Divide the class into smaller groups, and when appropriate, assign one person with the responsibility of reporting on the small group's work.
- Encourage students to form study groups.
- Create opportunities for students to present their work to each other and the whole class.

#### ***3. Activate student voices.***

- Create opportunities for mutual teacher-student participation so that everyone feels a responsibility and openness to contribute.
- When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made.
- When appropriate, create opportunities for students to personalize course content with examples from their own history so that they can make connections between ideas learned in the classroom and those learned through life experiences.
- Let students know from the very beginning that their thoughts have a place in the classroom, that we all have unique perspectives, and that these different perspectives are an important component of the learning process.
- Make it safe for everyone to voice their views by accepting all views as worthy of consideration. Don't permit scapegoating of any student or any view. Don't leave students alone out on a limb.
- Avoid creating situations where students are placed in the position of being representatives of their race.

#### ***4. Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills.***

- Make the classroom norms explicit.
- Keep expectations high and provide the support required to meet these expectations.
- Ask students to locate cultural or even discriminatory content in textbooks or other materials.
- Ask students to research the position they are least comfortable with and to come prepared to articulate a defense of that posture.
- Present all sides of an issue. Play the devil's advocate for the least popular view
- Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world.
- Use multiples modes of instruction to account for the range of learning styles that may be present in a diverse group of students.
- Provide direct and clear feedback in an effort to demonstrate your commitment to your students' learning.

### **What a teacher can do to intervene in racially charged situations and handle hot moments:**

#### ***1. Devise personal strategies in advance for managing yourself and the class in such moments.***

- Know your own hot buttons/biases and what will make your mind stop working.

- Try to anticipate what topics may be explosive and design pedagogical strategies (e.g. small groups, free writes, and reflection responses) that may assist in managing sensitive topics.
- Establish clear classroom norms at the beginning of the class.

**2. *Interrupt blatantly racist and discriminatory behaviors when they emerge in class.***

- Trust your instincts. If you think someone is engaging in discriminatory behavior then you might be right. Don't let potentially harmful behavior go unaddressed -- your students may take your silence as an unofficial endorsement.
- Don't let students attack other students in personal terms; get them off the personal and onto the issue at stake.
- Try not to let yourself be rattled by the event; or at least, try not to let it look as if you are rattled. If you as the teacher can hold yourself steady, you will create a holding environment in which people can work out the issues that have arisen.
- Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark.
- Protect the lone outlier (the attacked or attacker), regardless of his or her position.

**3. *Defuse potentially harmful moments by having students step back and reflect on the situation.***

- Stop the class and ask students to write a reflection response on the incident. This enables students to think about and come to some kind of terms with the issue and can enable further discussion of it.
- Defer. Tell students that this is an important issue and that you will take it up later in this class or next time. Use the time to think and plan a strategy. Make sure you return to the issue later as promised.
- Go around the room and ask each student who has spoken (and others if they wish) to state his or her view and explain the view behind it. Do not permit interruptions and acknowledge each student's comments, no matter how you feel about it personally.
- If a student breaks down as a result of the original outburst, acknowledge it and ask the student if he/she would like to remain in the classroom or take a break to pull him- or herself together.

**4. *Turn potentially hot moments into powerful learning experiences.***

- Use the disruption as an opportunity to analyze the issue under discussion or the initial event.
- Find the part in the hot moment that can be used for further discussion.
- Ask students to step back and see how they might make something positive of this exchange, what they can learn from it.
- Ask students to think about how their reactions mirror the subject at hand, and what they might learn about the subject from their own behavior or experience.
- Use the passion as a vehicle to talk about differences in kinds and levels of discourse.
- Use the passion and arguments to look at how group dynamics work -- who speaks and who does not, who allies him or herself with whom, who plays what role -- and to think about how the group wants to work.

Teachers will have to decide whether to stop the emotional charge and go on, or whether to use it to explore the topic at hand. Often when things get hot, people are most capable of learning at a very deep level, if the exchange among students is properly handled. To make this possible, however, requires comfort with feelings and with conflict, and enormous skill on the part of the teacher

**Questions a teacher might ask to examine his or her own racial or cultural biases in preparation for teaching:**

***1. How do your own experiences, values, beliefs, and stereotypes influence your knowledge and understanding of groups that are racially different from your own?***

- What assumptions do I make about different student groups?
- Do I expect students of color to need extra help?
- When students of color answer questions, am I afraid their answers will not be correct, or that their method of answering will be inappropriate?
- Do I expect students of color to participate less than others?
- Do I imagine that Latinos or African Americans will express their opinions in non-academic language?
- Do I anticipate that students of color will be under-prepared or less qualified?
- Do I expect that Asian students will do better than most others?
- Do I assume that students of color are all alike?
- Do I assume that when students of color disagree that they are too emotional?
- Do I assume that Asian women are likely to be quiet?

***2. How do your own experiences, values, beliefs and stereotypes inform the way you interact with individuals whose racial background is different from your own?***

- Am I comfortable around students of color?
- Am I afraid of students whose background differs markedly from my own?
- Am I uncomfortable when students of color become emotional in the classroom?
- Do I rationalize or tolerate lack of participation from minority students more than I would for other students? Do I think their silence means ignorance? Do I believe it is culturally based?
- If an issue involving race comes up, do I assume a student of color will know most about it? Or will not mind acting as the class expert concerning it?
- Am I afraid students of color might not be fully competitive with the other students? What is my definition of "fully competitive"?

***3. How do your own experiences, values, beliefs, and stereotypes influence the way you behave in the classroom?***

- Do I call on students of color as often as others?
- Do I think that there is one correct or appropriate mode of argument or discussion in class? How open am I to multiple modes of discourse?
- Do I tend to shelve or "make time later" for minority points of view?
- How do I behave with students of color who are under-prepared?
- Does the logic of my classroom hypotheticals or test answers depend upon stereotypical views of students of color?
- Do I respond to a white student's voice as if it had more intellectual weight?

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**University of Denver Resources/Courses**

**HED 4280 TEACHING STRATEGIES FOR COLLEGE STUDENTS AND ADULT LEARNERS**

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## Course Overview

The goal of the course is to help educators develop the analytical and problem-solving skills that are necessary for teaching college students and adults in postsecondary settings. Specifically, this course will focus on the generic skills, strategies, and issues common to university teaching and provide an overview of research and practice related to the pedagogical approaches appropriate for college students and adult learners.

This course has the following objectives:

- A. To present students with a brief overview of the scholarship on the pedagogical foundations of American postsecondary education
- B. To gain knowledge about theory and research on pedagogy, learners, and assessment in postsecondary settings.
- C. To critically examine teaching and learning in diverse postsecondary settings
- D. To develop, reflect upon, and refine a personal philosophy and framework for teaching and learning in postsecondary setting.

## Teaching Strategies

### Development of Learning Outcomes: Some Samples

- A. The process: Development of these statements should follow a discussion among interested parties about overall program or course goals and objectives. These statements should respond to one or more of the questions “What do we want our students to know? What do we want our students to be able to do? What do we want our students to value?”
- B. Criteria for judging outcome statements: Are they specific, measurable, attainable, relevant, and tactically sound? Do they contain the three essential elements of *who* (the learner), *how* (the action verb), and *what* (the content)?
- C. Some sample outcome statements:
  - 1. The student will demonstrate effective and efficient use of parts 1 and 2 of the word processing program.
  - 2. The student will describe five appropriate methods for teaching adult students with learning disabilities.
  - 3. The student will differentiate between better and worse solutions to an engineering design problem.
  - 4. The student will express his or her attitudes toward and feelings about working with diverse populations.
  - 5. The student will produce aesthetically pleasing works of art.
- D. Some sample verbs to consider as you think about various learning outcomes:

<b>Knowledge Acquisition and Application</b>	<b>Enhancement of higher order thinking skills</b>	<b>Development of psychomotor skills</b>	<b>Changes in attitudes or values</b>
to identify	to reflect	to demonstrate	to challenge
to list	to compare	to produce	to defend
to define	to contrast	to assemble	to judge
to describe	to classify	to adjust	to question
to state	to evaluate	to install	to accept
to prepare	to forecast	to operate	to adopt

to recall	to formulate	to detect	to advocate
to express	to investigate	to locate	to endorse
to categorize	to modify	to isolate	to cooperate
to chart	to organize	to arrange	to persuade
to rank	to plan	to build	to resolve
to distinguish	to research	to conduct	to approve
to explain	to devise	to check	to express
to outline	to translate	to manipulate	to reflect
to inform	to differentiate	to perform	to justify
to label	to analyze	to sort	
to specify	to rate	to construct	
to tell	to discover	to draw	
to name	to select	to design	
to summarize	to assess		

### Questions to Ask About Learning Outcomes

Different types of learning can be identified and made clear by thinking systematically about outcomes. The sets of questions that appear below can be used as a checklist for thinking about learning outcomes as well as identifying the teaching strategy most likely to be effective in achieving those outcomes.

- Is this learning that involves a skill? Is this something concrete and observable that someone performs? Is it a routine (though not necessarily easy) set of mental or physical operations that can be tested or observed? Is this a task that someone does and can get better at how he or she does it? These are learning outcomes that are well served by the Behavioral Strategy.
- Is this learning that involves information? Does it involve new ideas, new terminology, or useful theories? Does it require understanding of how something works or functions? Is this information that might be presented through an explanation? Is it possible to identify key concepts, main ideas, or points to be understood and remembered? These are learning outcomes that are well served by the Cognitive Strategy.
- Is this learning that involves thinking? Does this involve criticizing information, evaluating arguments and evidence, or reasoning to conclusions? Does this learning involve creative thinking — actually producing unusual but relevant new ideas? Does it involve appreciating what other people think? These are learning outcomes that are well served by the Inquiry Strategy.
- Is this learning that involves solving problems or making decisions? Do the people involved need to learn how to find and define problems, how to generate solutions, and how to evaluate and choose among solutions? Does this learning require people to deal with issues where they need to make choices, weigh the values of different options, and predict outcomes as probabilities? These are learning outcomes well served by the Mental Models Strategy.
- Is this learning that involves changing opinions, attitudes, and beliefs? Does it deal with feelings? Does it build speaking and listening skills? Does it cultivate empathy? Are teamwork or collaboration being addressed here? These are learning outcomes that are well served by the Group Dynamics Strategy.
- Is this a kind of learning that bubbles up out of experience? Is this learning that occurs when you go out and get immersed in a new experience? Could people learn something from the experience they are in if they had a chance to reflect on it and make meaning of it? Is there a potential here for learning to see something in a new way? These are learning outcomes that are well served by the Holistic Strategy.
- Is this a kind of learning that needs to be practiced in a safe environment? Does this learning involve activities that could cause damage, expense, or even loss of life? Will participants feel

more confident and be more competent if they have been able to work first in a simulated environment before going into the real world? These are learning outcomes that are well served by the Virtual Reality Strategy.

## **SIX EFFECTIVE TEACHING STRATEGIES**

### **BEHAVIORAL STRATEGY OVERVIEW**

Best Use:	Beginning or advanced skill development, when a motor or cognitive skill needs to be learned as accurately and as efficiently as possible.
Learning Theory:	Behavioral learning theory - learning by moving from present performance level through successive approximations toward a goal.
Historical Roots:	Research by Watson, Thorndike, and Skinner on operant conditioning during the first half of the twentieth century.
Applications:	Developing essential skills and abilities.
Facilitator's Role:	Sets clear and measurable behavioral objectives, analyzes the task, sequences learning experiences, and provides well-timed and appropriate feedback.

### **COGNITIVE STRATEGY OVERVIEW**

Best Use:	Conveying important information and explaining how things work or came to be through lectures or explanations.
Learning Theory:	Cognitive learning theory - learning that involves attending to, processing, and remembering information.
Historical Roots:	Research by verbal learning theorists, linguists, and systems analysts that after 1950 gave birth to the new subfield of cognitive psychology.
Applications:	Transmitting information, stimulating interest in ideas, introducing new terminology, and explaining concepts.
Facilitator's Role:	Selects, orders, and presents information with appropriate visual support, so that the essence of the subject can be attended to, grasped, and remembered.

### **INQUIRY STRATEGY OVERVIEW**

Best Use:	Developing and refining critical, creative, and dialogical thinking skills.
Learning Theory:	Philosophical and psychological theories about different thinking processes and theories of creativity. Learning by engaging directly in one or more types of thinking by asking questions.
Historical Roots:	Ancient and modern philosophy and recent psychological investigations of thinking and creativity.
Applications:	Anywhere where analyzing and critically evaluating information, generating creative ideas, and understanding opposing arguments may be important.
Facilitator's Role:	Selects appropriate tasks for inquiry and establishes a climate where participants are encouraged to engage in thinking. Facilitates discussion by asking questions, probing assumptions, examining assertions, and asking for evidence, fresh ideas, or opposing viewpoints.

### **MENTAL MODELS STRATEGY OVERVIEW**

Best Use:	Developing and refining problem-solving and decision-making skills.
Learning Theory:	Classical and modern problem solving and decision theory.
Historical Roots:	Newell and Simon's basic problem-solving model and Pascal's expected utility-decision theory.
Applications:	A wide variety of problem-solving and decision-making situations.
Facilitator's Role:	Provides familiarity with problem-solving and decision-making techniques and uses cases and projects to allow participants to practice.

## GROUP DYNAMICS STRATEGY OVERVIEW

Best Use:	Improving human relations and building skills needed for teamwork.
Learning Theory:	Group communication theory. Learning through group interaction or team activities.
Historical Roots:	Post-World War II research on groups, particularly the pioneering work of Mayo, Lewin, Rogers, and Bion.
Applications:	Reexamining the emotional basis of opinions, attitudes, and beliefs, and developing abilities for projects that require teamwork and collaboration.
Facilitator's Role:	Composes the groups, develops the instruments or tasks that set the group in motion, monitors the group at both task and process levels, and manages the overall arrangements.

## HOLISTIC STRATEGY OVERVIEW

Best Use:	Reflection on a potentially educative experience from which personal learning and self-discovery may derive.
Learning Theory:	Holistic learning and construct; vist psychology. Experience-based learning and reflection on what has occurred under the guidance of a mentor or skilled helper who provides challenge and support.
Historical Roots:	Recent studies of brain evolution and function. Counseling theory with its roots in Freud's talking cure and Roger's client-centered therapy.
Applications:	Experience-based learning settings, such as field trips, internships, service learning, cooperative education, or travel abroad.
Facilitator's Role:	Matches participants to appropriate experiences, devises adequate orientation, provides useful mechanisms for reflection, and engages in one-on-one interaction as a skilled helper who provides support and challenge.

\*See Davis and Davis, *Effective Training Strategies*. San Francisco: Berrett-Koehler, 1998.

### Assessing Written Work

It is much easier to grade written work if you work from a “rubric”, that is, a tool that helps you rate the work against a standard. You are encouraged to talk to your supervisor about writing standards for your department or unit and find if there is a generally used rubric available. The following example is a rubric that was created by the Department of Religious Studies for evaluating student writing in their department.

<b>Department of Religious Studies – Writing Rubric</b>
<b>1. There is a significant central thesis.</b>
0 - not applicable
1 - lacks a central thesis altogether
2 - has several ideas rather than one central thesis
3 - has a central thesis but it is not clearly expressed
4 - has a clearly expressed central thesis
<b>2. Develops effective argument for the thesis or major ideas.</b>
0 - not applicable

1 - uses only generalizations, unsupported statements of fact, or no relevant examples
2 - uses underdeveloped or unclear claims, inferences, or examples for support
3 - develops argument with reasonable claims, assertions, or inferences with some incoherence or under-development
4 - has consistent, well-developed argument with supporting claims, inferences, or assertions
<b>3. Organization is strong and systematic. Paragraphs are focused, coherent, unified, and adequately developed. Each paragraph has purposeful relationship to thematic development and argument. The transitions between paragraphs are smooth and fitting.</b>
0 - not applicable
1 - is only minimally organized and coherent
2 - has reasonable coherence but weak or confusing transitions and/or many paragraphs without topic sentences
3 - has a few unclear transitions and/or a few paragraphs without strong topic sentences or purposeful relationship to thematic development and argument
4 - has strong and systematic organization, excellent transitions and purposeful relationships to thematic development and argument
<b>4. Grammar, punctuation, and format are correct.</b>
0 - not applicable
1 - has pervasive, significant, and varied errors
2 - has numerous distracting errors
3 - has occasional errors, but they do not interfere with readability
4 - is free or almost free of errors
<b>5. Recognizes and brings to bear the interdisciplinary assumptions and strategies that are relevant to religious studies.</b>
0 - not applicable
1 - narrow or unsophisticated in his or her approach
2 - attempts to use strategies that account for the multi-faceted nature of the topic but seldom adeptly
3 - uses strategies that account for the multi-faceted nature of the topic but does not sustain them in a coherent argument
4 - treats the topic with the relevant range of strategies and interdisciplinary approaches often with insightful results
<b>6. Depth of analysis (of a text, an argument, a problem or an issue).</b>
0 - not applicable
1 - Misunderstanding substitutes for analysis
2 - Analysis consists of mere restatement or paraphrase

3 - Analysis grapples imperfectly with key elements
4 - Analysis is probing and insightful, drawing useful conclusions
<b>7. Evidence is adduced accurately and incorporated appropriately.</b>
0 - not applicable
1 - evidence is misappropriated—drawn incorrectly from the source or introduced where it does not support the argument
2 - evidence is somewhat accurate and only sometimes supports the argument
3 - evidence is accurate except for a few minor mistakes and supports the argument OR evidence is accurate throughout but sometimes lacks a clear relationship to the argument
4 - evidence is accurate throughout and always relevant to the argument
<b>8. Shows understanding of the assignment and its relevance to the course.</b>
0 - not applicable
1 - negligible engagement of the assigned topic
2 - superficial or incomplete understanding of the assignment and its relevance
3 - engages the assignment and the course topic but is not clearly focused
4 - demonstrates a clear grasp of the assignment and its relevance to the course
<b>9. Adopts appropriate critical perspective on the subject matter.</b>
0 - not applicable
1 - does not go beyond writer's own preconceived assumptions and does not demonstrate critical reflection
2 - inconsistent in maintaining critical perspective
3 - often adopts appropriate critical perspective but not consistently
4 - adopts appropriate critical perspective and recognizes the strengths and weaknesses of both his/her own perspective and the perspectives of others
<b>10. Critical comparisons and/or distinctions are handled well.</b>
0 - not applicable
1 - comparisons or distinctions are non-existent or not apt
2 - comparisons or distinctions are made without careful attention or are not sharp or allow overlap between things the author is attempting to distinguish
3 - comparisons or distinctions consistently used to clarify the argument but are sometimes not sharp
4 - comparisons and/or distinctions are clear and advance the argument
<b>11. Sources are varied, appropriate and sufficient.</b>
0 - not applicable
1 - insufficient number or variety of sources or sources irrelevant to topic

2 - several sources that reflect one point of view or have little bearing on the topic

3 - a variety of sources that are not all clearly relevant, or reflect only one serious point of view

4 - varied and appropriate sources, including primary and secondary works, that reflect different points of view on the topic

Classroom Assessment Techniques (CATs)

from Classroom Assessment Techniques: A Handbook for College Teachers, 2<sup>nd</sup> Edition, Angelo and Cross, San Francisco: Jossey-Bass, 1993.

1. Three questions that faculty can ask to continually focus on improving their teaching skills
  - What are the essential skills and knowledge I am trying to teach?
  - How can I find out whether students are learning them?
  - How can I help students learn better?
2. CATs may help shrink the gap that often exists between what was taught and what was learned – before the final exam (which is often too late).
3. “To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.” p.8
4. “To improve their learning, students need to receive appropriate and focused feedback *early* and *often*; they also need to learn how to assess their own learning.” p.9
5. Some sample CATs:
  - Background knowledge probe – short, simple questionnaires given at the beginning of a course to discover what knowledge, previous acquaintance, or experience the student has with regard to a particular topic, skill, or concept
  - Focused listing – use a particular important name, term, concept or date and ask students to list several ideas or concepts related to the focus point
  - Misconception/preconception check – students are given a fact or assertion and are asked what they think about it (instructor then reviews these thoughts to identify misconceptions, preconceptions or blocks about certain ideas)
  - Minute paper – can be used at the end of a class with the question “What is the most important thing you learned today?” and/or the question “What unanswered questions do you have?”, can also be used in the middle or at the end of class where students are asked to write a short response to a specific subject matter question
  - One sentence summary – using one sentence, students answer the question “Who does what to whom, when, where, how and why?”
  - Directed paraphrasing – students paraphrase a selected text or part of a lecture for a particular audience, using their own words to communicate to that audience

## Scoring Rubrics

Description	This is a sample writing rubric used by the RLGS faculty to facilitate the conceptual and practical development of a RLGS Research Writing Rubric.
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Rubric Statement and Criteria	Element Category
1. There is a significant central thesis.	
0 - not applicable	
1 - lacks a central thesis altogether	
2 - has several ideas rather than one central thesis	
3 - has a central thesis but it is not clearly expressed	
4 - has a clearly expressed central thesis	
2. Develops effective argument for the thesis or major ideas.	
0 - not applicable	
1 - uses only generalizations, unsupported statements of fact, or no relevant examples	
2 - uses underdeveloped or unclear claims, inferences, or examples for support	
3 - develops argument with reasonable claims, assertions, or inferences with some incoherence or under-development	
4 - has consistent, well-developed argument with supporting claims, inferences, or assertions	
3. Organization is strong and systematic. Paragraphs are focused, coherent, unified, and adequately developed. Each paragraph has purposeful relationship to thematic development and argument. The transitions between paragraphs are smooth and fitting.	
0 - not applicable	
1 - is only minimally organized and coherent	
2 - has reasonable coherence but weak or confusing transitions and/or many paragraphs without topic sentences	
3 - has a few unclear transitions and/or a few paragraphs without strong topic sentences or purposeful relationship to thematic development and argument	
4 - has strong and systematic organization, excellent transitions and purposeful relationships to thematic development and argument	
4. Grammar, punctuation, and format are correct.	
0 - not applicable	
1 - has pervasive, significant, and varied errors	
2 - has numerous distracting errors	

3 - has occasional errors, but they do not interfere with readability	
4 - is free or almost free of errors	
5. Recognizes and brings to bear the interdisciplinary assumptions and strategies that are relevant to religious studies	
0 - not applicable	
1 - narrow or unsophisticated in his or her approach	
2 - attempts to use strategies that account for the multi-faceted nature of the topic but seldom adeptly	
3 - uses strategies that account for the multi-faceted nature of the topic but does not sustain them in a coherent argument	
4 - treats the topic with the relevant range of strategies and interdisciplinary approaches often with insightful results	
6. Depth of analysis (of a text, an argument, a problem or an issue)	
0 - not applicable	
1 - Misunderstanding substitutes for analysis	
2 - Analysis consists of mere restatement or paraphrase	
3 - Analysis grapples imperfectly with key elements	
4 - Analysis is probing and insightful, drawing useful conclusions	
7. Evidence is adduced accurately and incorporated appropriately	
0 - not applicable	
1 - evidence is misappropriated—drawn incorrectly from the source or introduced where it does not support the argument	
2 - evidence is somewhat accurate and only sometimes supports the argument	
3 - evidence is accurate except for a few minor mistakes and supports the argument OR evidence is accurate throughout but sometimes lacks a clear relationship to the argument	
4 - evidence is accurate throughout and always relevant to the argument	
8. Shows understanding of the assignment and its relevance to the course.	
0 - not applicable	
1 - negligible engagement of the assigned topic	
2 - superficial or incomplete understanding of the assignment and its relevance	
3 - engages the assignment and the course topic but is not clearly focused	
4 - demonstrates a clear grasp of the assignment and its relevance to the course	
9. Adopts appropriate critical perspective on the subject matter	
0 - not applicable	
1 - does not go beyond writer's own preconceived assumptions and does not demonstrate critical reflection	

2 - inconsistent in maintaining critical perspective	
3 - often adopts appropriate critical perspective but not consistently	
4 - adopts appropriate critical perspective and recognizes the strengths and weaknesses of both his/her own perspective and the perspectives of others	
10. Critical comparisons and/or distinctions are handled well.	
0 - not applicable	
1 - comparisons or distinctions are non-existent or not apt	
2 - comparisons or distinctions are made without careful attention or are not sharp or allow overlap between things the author is attempting to distinguish	
3 - comparisons or distinctions consistently used to clarify the argument but are sometimes not sharp	
4 - comparisons and/or distinctions are clear and advance the argument	
11. Sources are varied, appropriate and sufficient.	
0 - not applicable	
1 - insufficient number or variety of sources or sources irrelevant to topic	
2 - several sources that reflect one point of view or have little bearing on the topic	
3 - a variety of sources that are not all clearly relevant, or reflect only one serious point of view	
4 - varied and appropriate sources, including primary and secondary works, that reflect different points of view on the topic	