Graduate Teaching Assistant (GTA)

Handbook

2010-2011

Resources and information for GTAs
## Contents

The Vision, Values, Mission and Goals of the University of Denver ........................................................... 3  
Academic Advising ........................................................................................................................................ 4  
Athletics and Recreation (Daniel L. Ritchie Sports and Wellness Center) .................................................... 4  
Campus Safety and Parking Services ............................................................................................................. 5  
Career Center ................................................................................................................................................. 6  
Center for Multicultural Excellence (CME) ...................................................................................................... 7  
Center for Teaching and Learning .................................................................................................................... 9  
Citizenship & Community Standards ............................................................................................................ 9  
Disability Services Program – Learning Effectiveness Program .................................................................... 10  
Gender Violence Education and Support Services ......................................................................................... 11  
Graduate Student Association Council (GSAC) ............................................................................................ 12  
Health and Counseling Center (HCC) ........................................................................................................... 14  
Health Insurance Scholarship- GTA/GRA ........................................................................................................ 15  
Human Resources ........................................................................................................................................ 17  
Ombuds Office ............................................................................................................................................ 17  
Payroll .......................................................................................................................................................... 17  
Penrose Library ............................................................................................................................................. 18  
Transportation Center ................................................................................................................................... 19  
University Technology Services ................................................................................................................... 19  
The Writing Center and the Writing Program .................................................................................................. 20  
Guidelines for GTAs in the Laboratory/Classroom ......................................................................................... 21  
WebCentral .................................................................................................................................................. 23  
Blackboard ................................................................................................................................................... 24  
DU Portfolio Community ................................................................................................................................. 27  
Other Technology Resources ......................................................................................................................... 28  
Teaching in Diverse Classrooms ..................................................................................................................... 28  
Teaching Strategies .......................................................................................................................................... 32  
Scoring Rubrics ............................................................................................................................................. 40
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. Web site: www.du.edu/studentlife/advising.

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

The Daniel L. Ritchie Sports and Wellness Center was designed with a simple mission – to create, promote, and sustain recreation and sport programs for DU Students, Faculty, Staff, and the 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.

Eight of DU’s sports are ticketed and students receive exclusive discounts and access to tickets. As a student, your DU ID is your ticket to home athletic events (hockey sold separately). Visit the NEW student courtyard located at the South Entrance of the Ritchie Center for pregame activities throughout the year for home basketball games and hockey. For athletic events other than basketball visit the Ritchie Center North Box Office to secure your ticket to home athletic events. You simply swipe your DU ID card at the South entrance for a ticket to all men’s and women’s basketball.

Denver Pioneer Hockey student season tickets are one of the hottest tickets on campus. On sale date for hockey season tickets is Saturday, September 25 at 8:00 am at the North Box Office of the Ritchie Center. By purchasing a season ticket for $72, tickets are placed on your student ID so you can enter the game at the student entrance located on the South side of the building. Tickets are sold on a first come, first served basis, and sell out every year. If you choose not to buy a season pass you can come to the North Box Office Monday – Friday of the game week and purchase a $5 ticket based on availability.

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.

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 for more information on the sport leagues and clubs that DU has to offer.


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 available 24 hours a day, 7 days a week. 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 near academic buildings, common areas and parking lots. If the need arises, Campus Safety Officers are available to provide foot escorts to your vehicle or on-campus residence. Campus Safety’s numbers are 303-871-2334 (non-emergency) or 303-871-3000 (emergency).

Parking Services
There are two types of parking lots on campus: lots that require a permit and pay-by-space visitor lots. Students living in on-campus housing with a vehicle on campus are required to purchase a University of Denver parking permit (General or Restricted). Parking on residential streets is prohibited.

How to apply for a parking permit:
Permits are sold via a secure web site. The web address is: www.parking.du.edu

Step 1:
Review the information needed to select and purchase a permit for your customer group, including prices, which is under the “Permits” tab. Restricted parking permits are sold on a first-come, first served basis until sold out. General and Night/Weekend permits can be purchased at anytime throughout the school year. All permits are sold online at www.parking.du.edu. Motorcycle permits are the only permits sold in person at the Parking Office.

Step 2:
Select the “Purchase Permits” tab located on the top right side of the Permit Information page. You will be directed to an Account Login screen.

Step 3:
Enter your DU ID number and password. Your password is the same password used to access WebCentral.

Timeline for students to purchase for a parking permit:

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Sales begin</th>
<th>Student Billing Deadline</th>
<th>Restricted Permit Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commuter Students</td>
<td>May 3, 2010</td>
<td>August 8, 2010 (credit cards payments only after deadline)</td>
<td>First-come, First-served until sold out</td>
</tr>
<tr>
<td>Resident Students*</td>
<td>July 19, 2010</td>
<td>August 8, 2010 (credit card payments only after deadline)</td>
<td>First-come, First-served until sold out</td>
</tr>
</tbody>
</table>

* Resident students can only purchase a permit after they have received confirmation of their room assignments.
Students that missed the deadlines for Restricted (gated) lots may still purchase other types of permits (Generals & Night/Weekends) on our web page at any time. When a lot’s permit allocation is reached you may purchase your 2nd choice and put your name on the waitlist for your first choice. We will make periodic waitlist offerings as space becomes available in order to optimize the utilization of a lot. The only way to purchase any parking permit is online at www.parking.du.edu.

**IMPORTANT**
Due to the high demand for parking spaces at the University of Denver, parking lots must be monitored seven days a week, 24 hours a day, to ensure availability for permit holders. All vehicles parked in a Restricted or General parking lot must display a valid DU parking permit. Permits are not valid for specifically reserved spaces. Any vehicle not displaying a proper permit will be ticketed. Initial parking fines range from $15 to $100. Unpaid tickets will result in a hold on a student’s registration and may result in the vehicle immobilization or the car being towed. Unregistered vehicles are subject to the same rules and regulations as registered vehicles.

**Lot Information**

**General lots** – These lots are available on a first-come, first-served basis for those individuals displaying a valid University parking permit. General lots are identified by yellow signage at the lot entrance and by a 100-series number. Restricted permits and General permits are valid in General lots at all times. A Night/Weekend – Basic permit is valid from 4 pm to 7 am, Monday through Friday, and all times on weekends in General lots. Several Restricted lots (including Lots F, H1, O, and W) become “General” lots from 4pm to 7 am, Monday through Friday and all times on weekends. General - Basic permits and Night/Weekend - Basic permits are sold through-out the year on an unlimited basis by visiting our secure web page at www.parking.du.edu.

**Restricted lots** – These lots are gated and controlled by card access. The gates are down, depending on the lot, either 24/7 or only during the hours of 4am to 4pm. A Restricted lot permit is valid only at one corresponding Restricted lot and any General lot. A University ID card is used to gain entry into these lots. Only a limited number of permits are sold for each of these lots. We control the amount of permits sold into these lots to help ensure that a parking space is available when a permit holder desires to park. We do our best to ensure there is always a place to park, however, at the highest demand times, it is not guaranteed. Overflow parking is directed to General 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.

**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**

**Mission**
To be a driving force in creating a culture of Inclusive Excellence that embodies respect, equity, diversity and accessibility.

**Approach**
To achieve our mission, the Center for Multicultural Excellence provides a continuum of services and supportive programming designed to impact:

- **Campus Climate** - A campus environment that encourages diverse perspectives, celebrates and values difference.
- **Compositional Diversity** – Recruitment, retention and success of multicultural students, staff, faculty and administrators.
- **Embedding Inclusive Excellence** – Integration of inclusiveness into all aspects of the University of Denver. This includes, but is not limited to, hiring processes, annual performance reviews, course evaluations, marketing, physical space/environment, learning outcomes, curriculum, campus activities, and overall policies/procedures.

**Stakeholders**
Our efforts are designed to address the needs and interests of all of DU’s community members including students, staff, faculty, administrators, trustees, alumni and community groups representing different social identity groups including gender identity, gender expression, race, ethnicity, religion, nationality or national origin, disability, sexual orientation, age and other major social dimensions found on the DU campus.

**Programs**
CME offers a wide range of programs and training to help individuals from various backgrounds to interact and learn from each other while identifying ways to create a welcoming campus climate for every DU community member.
Specifically, CME offers the following program opportunities for graduate students:

- **National Summer Institute for Promoting Multicultural Excellence in the Academy** An exciting national 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 challenges. For more information, contact: Fernando Guzman, Assistant Provost, fguzman@du.edu.

- **Queer & Ally (Q&A) Trainings** raise awareness related to the LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and Questioning) experience on the DU campus. This program explores these issues using identity models, colloquial terms, as well as various interactive exercises to create a campus community better informed around sexual orientation, gender identity and gender expression, and thereby more inclusive of these and other diverse identities. For more information on trainings and facilitation opportunities, contact Thomas Walker, Associate Director, Thomas.Walker@du.edu.

- **Workshop Series for Doctoral Candidates** are designed to help 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 Associate Provost for Graduate Studies and the Assistant Provost for Multicultural Recruitment and Retention. For more information, please contact: Fernando Guzman, Assistant Provost, fguzman@du.edu.

CME is located near the corner of S. University Blvd. & Asbury Ave., available 24-hours a day, 7 days a week via cardswipe. Visit www.du.edu/cme and complete an online request to have after hours access added to your Pioneer Card.

**STAFF**

James R. Moran, Ph.D., Associate Provost for Inclusive Excellence & Professor of Social Work jmoran@du.edu

Fernando Guzman, Ph.D. Assistant Provost for Multicultural Faculty Recruitment and Retention fguzman@ud.edu 303-871-7660

Johanna M. Leyba, M.A., Assistant Provost for Inclusive Excellence Initiatives johanna.leyba@du.edu 303-871-7661

Tracey Adams-Peters, M.A., Director of CME & African American Student Services Coordinator Tracey.Peters@du.edu 303-871-7659

Thomas Walker, Ph.D., Associate Director and Coordinator LGBTIQA and Social Justice Initiatives Thomas.Walker@du.edu (303) 871-4614

Center for Multicultural Excellence Website Address http://www.du.edu/cme
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 CourseMedia™, 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: 303-871-2084.

Citizenship & Community Standards

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;
- honor differences and gain an appreciation for living in a diverse society;
- understand the impact of their behavior both upon the University and the surrounding community;
- freely accept the responsibility for and consequences of their behavior; and
- seek opportunities to repair harm that they caused through a restorative process.

CCS Staff are available to answer questions and hear concerns about the areas listed above. Feel free to contact us at ccs@du.edu and/or 303.871.4504.
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. 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 in Ruffatto Hall, 4th floor; 1999 E. Evans Ave. 303-871-2372 / 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. Contact DSP for the name and contact information for DSP liaisons.

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 (LD) and/or Attention Deficit/Hyperactivity Disorder (ADHD) 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 Ruffatto Hall, 4th floor; 1999 E. Evans Ave. Office hours are Monday – Friday 8:00am – 5:00pm. Counselor hours vary.

<table>
<thead>
<tr>
<th>Comparison of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disability Services Program (DSP)</strong></td>
</tr>
<tr>
<td>Accommodations for students with diagnosed physical, psychiatric, and learning disabilities</td>
</tr>
<tr>
<td>Free</td>
</tr>
<tr>
<td>Appropriate and reasonable accommodations (not an inclusive list)</td>
</tr>
<tr>
<td>Test Accommodations</td>
</tr>
<tr>
<td>Alternate Format Text</td>
</tr>
<tr>
<td>Liaison to instructors and departments</td>
</tr>
<tr>
<td>Course substitutions</td>
</tr>
<tr>
<td>Sign language interpreters</td>
</tr>
<tr>
<td>Library assistance</td>
</tr>
</tbody>
</table>

Ruffatto Hall; 4th floor – 1999 E. Evans Ave.

303.871.2372/ 2278 / 7432  
303.871.2372

**Gender Violence Education and Support Services**

**Contact information:**  
www.du.edu/studentlife/Sexual_Assault, 303.871.3853, gyess@du.edu, 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 throughout the year. 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.

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>DU Gender Violence Education and Support</td>
<td>303.871.3853</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
</tr>
<tr>
<td>DU Sexual Assault Survivor Advocate Network</td>
<td>303.871.3456</td>
</tr>
</tbody>
</table>

If you have questions, please contact the Program Director at 303-871-3853 or gvess@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 2009
- GSAC organized an orientation resource fair and happy hour for both new and returning graduate students on the Driscoll Green with approximately 600 graduate students in attendance.
- GSAC organized the 2nd annual ‘Grad Games’ bringing graduate students from various programs of study together for some friendly competition during homecoming weekend with approximately 120 participants.

WINTER QUARTER 2010
- 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 DU-Colorado College Hockey Game with approximately 125 attendees.

SPRING QUARTER 2010
- GSAC, in collaboration with the Center for Multicultural Excellence, hosted a Graduate Workshops event focused on job searches.
- GSAC, along with several other groups on campus, volunteered at Project Homeless Connect 2010.
- 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.

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

2010-2011 GSAC/GSA CONTACT LIST

EXECUTIVE COUNCIL CONTACTS
Website: www.du.edu/gsac
E-mail: gscac@du.edu
President – Carlos Solorzano
Vice President, Communications – Melissa Daugherty
Vice President, Finance – Position Open
Vice President, Administration – Angelina Lepre
Vice President, PR & Marketing – Genevieve Sullivan
GSA CONTACTS
College of Education Student Association (COESA)
COESA President: Andrew Tig Wartluft, Tig.Wartluft@du.edu
COESA Website: http://portfolio.du.edu/COESA

Graduate Business Student Association (GBSA)
GBSA President: Devaki Jordan, Devaki.Jordan@du.edu
GBSA Website: http://daniels.du.edu/gbsa/index.cfm

Graduate Students of the Four Faculties (GSFF)
GSFF President: Kristy Firebaugh, Kristy.Bertrand@du.edu
GSFF Website: http://portfolio.du.edu/gsff

Josef Korbel School of International Studies (JKSIS)
JKSIS President: James Melena, Jmelena@du.edu
JKSIS Website: http://portfolio.du.edu/sga

Graduate School Association of Professional Psychology (GSAPP)
GSAPP President: Jessica Dale, Jessica.Dale@du.edu
GSAPP Website: http://www.du.edu/gspp/

Graduate School of Social Work (GSSW)
GSSW President: Katie Schorg, Katie.Schorg@du.edu
GSSW Website: http://www.du.edu/gssw/

DU-ILIFF Joint Ph.D Program
DU-ILIFF President: TBA
DU-ILIFF Website: http://www.du.edu/duiliff/joint/resources_student_council.htm

Student Bar Association (SBA)
SBA President: John Carreras
SBA Website: http://www.law.du.edu/index.php/studentorgs/s-z/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 3rd 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).


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 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

Contact information: Phone: 303-871-2205. E-mail: healthpromotion@hcc.du.edu. Website: 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) and 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 1st through August 31st.
Eligibility Requirements
To be eligible for the GTA/GRA Health Insurance Scholarship a student must meet all of the following criteria:

1. Have a full-time appointment as a GTA or GRA for fall, winter, and spring quarters.
2. Complete the requirements of their full-time appointment as a GTA or GRA for fall, winter, and spring quarters.
3. Have a tuition waiver offer from their department averaging at least 8 credit hours for the fall, winter, and spring quarters (for a total of at least 24 credits).
4. 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).
5. Must not be registering for Continuous Enrollment (CENR) alone in any one of the three quarters.
6. Must complete the online acceptance process by the annual fall quarter deadline (see Procedures below).

Please note: After accepting the scholarship, failure to fulfill any of the above listed requirements may result in a hold being placed on the student’s account. The hold will not be removed until they 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 the Banner system Financial Aid Award (RZAAWRD) and Assistantship (SGAASST) forms.
2. The Office of Graduate Studies places a 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 email account in late August or early September containing instructions for receiving the scholarship.
4. Eligible students who wish to receive the scholarship must complete the acceptance process by the deadline indicated in the email.
5. Once the acceptance process has been completed by the student, Graduate Studies will satisfy the requirements of the award, and authorize the release of payment to the student’s account.

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 a student does not meet all of the eligibility requirements, but has been told by their department that will receive the scholarship, they should contact Paula Bickel in the Office of Graduate Studies at (303) 871-2649 or email to gstbud@du.edu.

For questions about coverage under the DU Student Health Insurance Plan (SHIP) or the Health & Counseling Center Fee, please contact DU Student Health and Counseling at 303-871-4136 or by email at insurance@hcc.du.edu. You can also visit: http://www.du.edu/duhealth.
Human Resources

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 4,000 online professional development courses, as well as other training and development resources
- Employment resources - applicant and manager information

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.


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

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 not 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, use the Find Books and More search box. 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, or chatting with staff from the website. 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 help desk.

Contact information: Erin Meyer, Student Outreach Librarian and Research Center Coordinator, 303-871-3445, 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 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.)

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 is happy to help students with RTD bus and light rail route and schedule information; or visit RTD's website, 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. 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.

Public printing is provided in most common areas as well as Residence Halls and College buildings. Although printing features vary some in different geographical locations, most public printers offer black and white and color printing in simplex or duplex format. Students are provided with a printing allotment each quarter and additional charges may be added to the flex account on the student’s Pioneer ID Card. 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.


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 Advanced Seminar Course requirement, Writing in the Majors, and the University 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 their writing processes. 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. 50% of the people we worked with last year 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 a writing-intensive Advanced Seminar as the capstone of DU’s common curriculum requirements. Detailed descriptions of Writing courses 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 or call 303.871.7448.

The Writing Program’s Director is Dr. Doug Hesse, and the Center’s director is Dr. Eliana Schonberg. Twenty 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 has 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.

**WebCentral**

DU’s webCentral is an online portal designed for all DU students, faculty, and staff. With a single login and password you can access information such as your email, calendar, and Blackboard. You can customize the various screens to meet your unique information needs.

**Login**

You will need your DU ID and Passcode to access webCentral. To login to webCentral go to: [http://webcentral.du.edu](http://webcentral.du.edu) or click on the link on the Current DU Student homepage

Enter your DU ID and Passcode and click the Login button. If you do not have a DU ID or you are having trouble with your Passcode, contact University Technology Services at 303.871.4700. After you’ve logged in you should see this screen:
Tabs and channels can be changed within the My Account link for a more customized environment. Note that though most are customizable, some channels and tabs are locked in place by the University of Denver. These are content areas or tools that are considered “mission critical” by the university. These tabs and channels cannot be deleted, changed, or moved. Examples include the Campus Announcements channel and several of the default tabs such as MyWeb and Courses.

Tabs
The tabs in webCentral organize and divide the content of this site into its sub-components. Some of these tabs access specific systems on campus while others are links to public resources. Some tabs such as Home, MyWeb, and Courses cannot be deleted. Others like My Channels can be modified as you wish. Most are intuitive, for example, click on Courses to access Blackboard. Here is a brief description of the default tabs that should appear on your page:

![Tabs and Channels Diagram]

Blackboard

About Blackboard
Blackboard is an online learning management software program that allows instructors to create web-based content for their courses (syllabus, assignments, exams, lectures, images, web links, etc.). Blackboard also facilitates online communication through the email and discussion board tools.

Blackboard Username and Password
Your DU ID is your Blackboard Username and your DU Passcode is your Bb Password. Below are two options for accessing your Blackboard course containers.

1) Direct Access to Blackboard
   Go to [http://blackboard.du.edu](http://blackboard.du.edu). Click the Login button and enter your DU ID and Passcode.

2) Log in to WebCentral and click on the Courses Tab
   Important: If you are taking an exam in Blackboard, do not access Blackboard via WebCentral.

If you don’t remember your DU ID or Passcode, please contact the University Technology Services Helpdesk at 303-871-4700.

Blackboard Navigation
When you login to a course in Blackboard 9, you may notice that it looks remarkably different from Blackboard 8. The course navigation menu along the left side of a Blackboard course gives you access to the course's content, assignments, discussions, etc. Your instructor may choose to have several menu items in a Blackboard course, or they may choose to have only a few. An instructor can also make choices about the titles on the different menu items.
One new feature in Blackboard 9 is the What’s New module, designed to keep you up-to-date and connected with what is going on in your course. Below is an example of the What’s New Module. **Note:** Some instructors may not utilize the What’s New module.

**My Places**
Blackboard 9 has introduced a new feature called My Places. You can access this section at the top center of the Blackboard screen. Using My Places, you will be able to:

- Change your personal preferences, such as uploading your avatar
- Edit the notification settings, to allow you to receive an email notification when there is a new update in a Blackboard course.

**Blackboard Communication Tools**

**Email**
You have the ability to send emails to your instructors, teaching assistants, and fellow students through the email system in Blackboard. To send an email within Blackboard, simply click on the Email link from the main course navigation menu, choose the recipients and type your message. You can also access the Email feature by clicking on the Tools menu and then on Send Email.

All Blackboard email will be sent to your DU email address. You can set up an email auto-forward to another email account if you prefer not to use your DU email address, to consolidate your email, or send it somewhere more convenient. In order to set up email auto-forward, login to WebCentral, click on the Options tab within WebCentral email to modify these settings or visit the URL below to forward your DU email to an external email address: [https://taurus.cair.du.edu/cgi-bin/emam/login](https://taurus.cair.du.edu/cgi-bin/emam/login)
If you have questions about automatic email forwarding, contact the UTS Helpdesk at 303-871-4700.

**Discussions**
Discussion Boards allow students and instructors to participate in online discussions without requiring all class participants to be online at the same time. This is a great tool to share your thoughts or opinions outside of the classroom and can be used to facilitate discussions for online classes. You can access Discussions from the Tools link in the navigation menu or from the Course Menu if your instructor has provided a link.
When you enter Discussions, you will see Forums set up by your instructor. Click on the Forum in which you would like to participate. You can start a new post within a forum by clicking on Create Thread. Or, you can reply to an existing Thread by clicking on the Thread name and then on Reply.

Tools Area
This area is accessed from the Course Menu and contains specialized functions designed to post information and increase interactivity in your courses. Popular tools are described below:

Roster
You can retrieve a roster of the students, teaching assistants and instructors for your course in Blackboard. From the Tools link in the navigation menu, click on Roster. Then click “Go” and a list of all course participants will appear.

Grades
If your instructor is using Blackboard to post grades for the course, you can access your grades from the Tools menu, and then click on My Grades.

Blogs
Blogs are a new feature provided in Blackboard 9 and can be accessed from the Tools menu if your instructor enables this feature. Blogs can be used in numerous ways:

• Individual blogs provide each student in a course with an area to share thoughts and work with others in the course and to receive comments and feedback on entries.
• Course blogs allow all users in a course to share their thoughts and work in one common area that everyone in the course can read and add comments.
• Group blogs allow groups of students in a course to post thoughts collaboratively and comment on others’ work, while everyone else in the course can view and comment on the group’s entries.

Journals
Journals are a new feature provided in Blackboard 9 and can be accessed from the Tools menu if your instructor enables this feature. Journals can be used in numerous ways:

• Individual journals allow students in a course to record their course experiences and what they are learning. These thoughts can be a private communication between a student and the instructor or shared with everyone in the course. The author or the instructor can then add comments.
• Group journals allow groups of students to reflect collaboratively and comment on their group members’ findings. To maintain privacy, group members may add journal entries anonymously.

Frequently Asked Questions
Why can't I access my courses in Blackboard?
• Your instructor may not be using Blackboard for your course
• Your instructor may not have made the course content available yet. You can verify the status of your course in Blackboard with your instructor.

How do I remove old courses from the “My Courses” module?
• When you log in to Blackboard, you should see a list of your current classes under the module, “My Courses”
• To modify this section and choose which courses to display, click on the gear icon
• A new window will open where you can choose which courses are displayed on your Blackboard main page

How do I get help?
• Access the User Manual from the Tools section
• Contact the DU Helpdesk at 303.871.4700 or submit a help ticket at http://www.du.edu/uts/helpdesk/emailus.html, while faculty should call the Center for Teaching and Learning at 303.871.2084 for help with Blackboard
• Visit the http://portfolio.du.edu/blackboard for the most current support information

DU Portfolio Community

The DU Portfolio Community (DUPC) is a tool for creating websites. The DUPC is available to all DU faculty, staff, and students. Students can create portfolios (websites) to establish a web presence and to showcase their accomplishments and interests. It is also a useful tool that can help facilitate connections with others inside and outside the DU community through its search capability.

To access the DU Portfolio Community, go to http://portfolio.du.edu. Click the DU Login link to create your own portfolio. Click the Search link to search portfolios by keyword or by portfolio participant name.

Find instructions on using the DUPC and setting up your own portfolio by going to http://portfolio.du.edu, clicking on Portfolio Community Resources, and then clicking on Personal Portfolio Instructions.
Other Technology Resources

Computer Help
Call the DU Helpdesk at 303.871.4700, or visit their website: [http://www.du.edu/uts/helpdesk/](http://www.du.edu/uts/helpdesk/)

Forwarding Your Email
You may want to forward your DU e-mail to another email address.
To forward your DU email, go to the UTS email page and change your email preferences: [http://www.du.edu/uts/email/](http://www.du.edu/uts/email/)

DU Course Media™ (http://coursemedia.du.edu)
DU CourseMedia™ is a course media management system that helps instructors organize and present media materials (images, video and audio). Instructors can create media galleries that can be accessed by their students online. Students have access to DU CourseMedia™ if they are currently enrolled in a class using the system.

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.

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?

Copyright © 2002-2004 by the President and Fellows of Harvard College. Permission is granted to non-profit educational institutions to reproduce this document for internal use provided that the Bok Center's authorship and copyright are acknowledged.

University of Denver Resources/Courses
HED 4280 TEACHING STRATEGIES FOR COLLEGE STUDENTS AND ADULT LEARNERS
Instructor: Dr. Franklin A. Tuit
Email: ftuitt@du.edu, Phone: 303-871-4573
Office: Ammi Hyde RM 121

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:

<table>
<thead>
<tr>
<th>Knowledge Acquisition and Application</th>
<th>Enhancement of higher order thinking skills</th>
<th>Development of psychomotor skills</th>
<th>Changes in attitudes or values</th>
</tr>
</thead>
<tbody>
<tr>
<td>to identify</td>
<td>to reflect</td>
<td>to demonstrate</td>
<td>to challenge</td>
</tr>
<tr>
<td>to list</td>
<td>to compare</td>
<td>to produce</td>
<td>to defend</td>
</tr>
<tr>
<td>to define</td>
<td>to contrast</td>
<td>to assemble</td>
<td>to judge</td>
</tr>
<tr>
<td>to describe</td>
<td>to classify</td>
<td>to adjust</td>
<td>to question</td>
</tr>
<tr>
<td>to state</td>
<td>to evaluate</td>
<td>to install</td>
<td>to accept</td>
</tr>
<tr>
<td>to prepare</td>
<td>to forecast</td>
<td>to operate</td>
<td>to adopt</td>
</tr>
<tr>
<td>to recall</td>
<td>to formulate</td>
<td>to detect</td>
<td>to advocate</td>
</tr>
<tr>
<td>to express</td>
<td>to investigate</td>
<td>to locate</td>
<td>to endorse</td>
</tr>
<tr>
<td>to categorize</td>
<td>to modify</td>
<td>to isolate</td>
<td>to cooperate</td>
</tr>
<tr>
<td>to chart</td>
<td>to organize</td>
<td>to arrange</td>
<td>to persuade</td>
</tr>
<tr>
<td>to rank</td>
<td>to plan</td>
<td>to build</td>
<td>to resolve</td>
</tr>
<tr>
<td>to distinguish</td>
<td>to research</td>
<td>to conduct</td>
<td>to approve</td>
</tr>
<tr>
<td>to explain</td>
<td>to devise</td>
<td>to check</td>
<td>to express</td>
</tr>
<tr>
<td>to outline</td>
<td>to translate</td>
<td>to manipulate</td>
<td>to reflect</td>
</tr>
<tr>
<td>to inform</td>
<td>to differentiate</td>
<td>to perform</td>
<td>to justify</td>
</tr>
<tr>
<td>to label</td>
<td>to analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to specify</td>
<td>to rate</td>
<td>to construct</td>
<td></td>
</tr>
<tr>
<td>to tell</td>
<td>to discover</td>
<td>to draw</td>
<td></td>
</tr>
<tr>
<td>to name</td>
<td>to select</td>
<td>to design</td>
<td></td>
</tr>
<tr>
<td>to summarize</td>
<td>to assess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: Newall 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 constructivist 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.


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.

<table>
<thead>
<tr>
<th>Department of Religious Studies – Writing Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. There is a significant central thesis.</strong></td>
</tr>
<tr>
<td>0 - not applicable</td>
</tr>
<tr>
<td>1 - lacks a central thesis altogether</td>
</tr>
<tr>
<td>2 - has several ideas rather than one central thesis</td>
</tr>
<tr>
<td>3 - has a central thesis but it is not clearly expressed</td>
</tr>
<tr>
<td>4 - has a clearly expressed central thesis</td>
</tr>
<tr>
<td><strong>2. Develops effective argument for the thesis or major ideas.</strong></td>
</tr>
<tr>
<td>0 - not applicable</td>
</tr>
<tr>
<td>1 - uses only generalizations, unsupported statements of fact, or no relevant examples</td>
</tr>
<tr>
<td>2 - uses underdeveloped or unclear claims, inferences, or examples for support</td>
</tr>
<tr>
<td>3 - develops argument with reasonable claims, assertions, or inferences with some incoherence or under-development</td>
</tr>
<tr>
<td>4 - has consistent, well-developed argument with supporting claims, inferences, or assertions</td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>0 - not applicable</td>
</tr>
<tr>
<td>1 - is only minimally organized and coherent</td>
</tr>
<tr>
<td>2 - has reasonable coherence but weak or confusing transitions and/or many paragraphs without topic sentences</td>
</tr>
<tr>
<td>3 - has a few unclear transitions and/or a few paragraphs without strong topic sentences or purposeful relationship to thematic development and argument</td>
</tr>
<tr>
<td>4 - has strong and systematic organization, excellent transitions and purposeful relationships to thematic development and argument</td>
</tr>
<tr>
<td><strong>4. Grammar, punctuation, and format are correct.</strong></td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>10. Critical comparisons and/or distinctions are handled well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - not applicable</td>
</tr>
<tr>
<td>1 - comparisons or distinctions are non-existent or not apt</td>
</tr>
<tr>
<td>2 - comparisons or distinctions are made without careful attention or are not sharp or allow overlap between things the author is attempting to distinguish</td>
</tr>
<tr>
<td>3 - comparisons or distinctions consistently used to clarify the argument but are sometimes not sharp</td>
</tr>
<tr>
<td>4 - comparisons and/or distinctions are clear and advance the argument</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Sources are varied, appropriate and sufficient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - not applicable</td>
</tr>
<tr>
<td>1 - insufficient number or variety of sources or sources irrelevant to topic</td>
</tr>
<tr>
<td>2 - several sources that reflect one point of view or have little bearing on the topic</td>
</tr>
<tr>
<td>3 - a variety of sources that are not all clearly relevant, or reflect only one serious point of view</td>
</tr>
<tr>
<td>4 - varied and appropriate sources, including primary and secondary works, that reflect different points of view on the topic</td>
</tr>
</tbody>
</table>

Classroom Assessment Techniques (CATs)

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.

<table>
<thead>
<tr>
<th>Rubric Statement and Criteria</th>
<th>Element Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a significant central thesis.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - lacks a central thesis altogether</td>
<td></td>
</tr>
<tr>
<td>2 - has several ideas rather than one central thesis</td>
<td></td>
</tr>
<tr>
<td>3 - has a central thesis but it is not clearly expressed</td>
<td></td>
</tr>
<tr>
<td>4 - has a clearly expressed central thesis</td>
<td></td>
</tr>
<tr>
<td>2. Develops effective argument for the thesis or major ideas.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - uses only generalizations, unsupported statements of fact, or no relevant examples</td>
<td></td>
</tr>
<tr>
<td>2 - uses underdeveloped or unclear claims, inferences, or examples for support</td>
<td></td>
</tr>
<tr>
<td>3 - develops argument with reasonable claims, assertions, or inferences with some incoherence or under-development</td>
<td></td>
</tr>
<tr>
<td>4 - has consistent, well-developed argument with supporting claims, inferences, or assertions</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - is only minimally organized and coherent</td>
<td></td>
</tr>
<tr>
<td>2 - has reasonable coherence but weak or confusing transitions and/or many paragraphs without topic sentences</td>
<td></td>
</tr>
<tr>
<td>3 - has a few unclear transitions and/or a few paragraphs without strong topic sentences or purposeful relationship to thematic development and argument</td>
<td></td>
</tr>
<tr>
<td>4 - has strong and systematic organization, excellent transitions and purposeful relationships to thematic development and argument</td>
<td></td>
</tr>
<tr>
<td>4. Grammar, punctuation, and format are correct.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - has pervasive, significant, and varied errors</td>
<td></td>
</tr>
<tr>
<td>2 - has numerous distracting errors</td>
<td></td>
</tr>
<tr>
<td>3 - has occasional errors, but they do not interfere with readability</td>
<td></td>
</tr>
<tr>
<td>4 - is free or almost free of errors</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5. Recognizes and brings to bear the interdisciplinary assumptions and strategies that are relevant to religious studies</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - narrow or unsophisticated in his or her approach</td>
<td></td>
</tr>
<tr>
<td>2 - attempts to use strategies that account for the multi-faceted nature of the topic but seldom adeptly</td>
<td></td>
</tr>
<tr>
<td>3 - uses strategies that account for the multi-faceted nature of the topic but does not sustain them in a coherent argument</td>
<td></td>
</tr>
<tr>
<td>4 - treats the topic with the relevant range of strategies and interdisciplinary approaches often with insightful results</td>
<td></td>
</tr>
<tr>
<td>6. Depth of analysis (of a text, an argument, a problem or an issue)</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - Misunderstanding substitutes for analysis</td>
<td></td>
</tr>
<tr>
<td>2 - Analysis consists of mere restatement or paraphrase</td>
<td></td>
</tr>
<tr>
<td>3 - Analysis grapples imperfectly with key elements</td>
<td></td>
</tr>
<tr>
<td>4 - Analysis is probing and insightful, drawing useful conclusions</td>
<td></td>
</tr>
<tr>
<td>7. Evidence is adduced accurately and incorporated appropriately</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - evidence is misappropriated—drawn incorrectly from the source or introduced where it does not support the argument</td>
<td></td>
</tr>
<tr>
<td>2 - evidence is somewhat accurate and only sometimes supports the argument</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4 - evidence is accurate throughout and always relevant to the argument</td>
<td></td>
</tr>
<tr>
<td>8. Shows understanding of the assignment and its relevance to the course.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - negligible engagement of the assigned topic</td>
<td></td>
</tr>
<tr>
<td>2 - superficial or incomplete understanding of the assignment and its relevance</td>
<td></td>
</tr>
<tr>
<td>3 - engages the assignment and the course topic but is not clearly focused</td>
<td></td>
</tr>
<tr>
<td>4 - demonstrates a clear grasp of the assignment and its relevance to the course</td>
<td></td>
</tr>
<tr>
<td>9. Adopts appropriate critical perspective on the subject matter</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - does not go beyond writer’s own preconceived assumptions and does not demonstrate critical reflection</td>
<td></td>
</tr>
<tr>
<td>2 - inconsistent in maintaining critical perspective</td>
<td></td>
</tr>
<tr>
<td>3 - often adopts appropriate critical perspective but not consistently</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4 - adopts appropriate critical perspective and recognizes the strengths and weaknesses of both his/her own perspective and the perspectives of others</td>
<td></td>
</tr>
<tr>
<td>10. Critical comparisons and/or distinctions are handled well.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - comparisons or distinctions are non-existent or not apt</td>
<td></td>
</tr>
<tr>
<td>2 - comparisons or distinctions are made without careful attention or are not sharp or allow overlap between things the author is attempting to distinguish</td>
<td></td>
</tr>
<tr>
<td>3 - comparisons or distinctions consistently used to clarify the argument but are sometimes not sharp</td>
<td></td>
</tr>
<tr>
<td>4 - comparisons and/or distinctions are clear and advance the argument</td>
<td></td>
</tr>
<tr>
<td>11. Sources are varied, appropriate and sufficient.</td>
<td></td>
</tr>
<tr>
<td>0 - not applicable</td>
<td></td>
</tr>
<tr>
<td>1 - insufficient number or variety of sources or sources irrelevant to topic</td>
<td></td>
</tr>
<tr>
<td>2 - several sources that reflect one point of view or have little bearing on the topic</td>
<td></td>
</tr>
<tr>
<td>3 - a variety of sources that are not all clearly relevant, or reflect only one serious point of view</td>
<td></td>
</tr>
<tr>
<td>4 - varied and appropriate sources, including primary and secondary works, that reflect different points of view on the topic</td>
<td></td>
</tr>
</tbody>
</table>