DEPARTMENT of WOMEN'S, GENDER and SEXUALITY STUDIES

GRADUATE TEACHING ASSOCIATE HANDBOOK

THE OHIO STATE UNIVERSITY

2018-2019 Academic Year

Faculty and Staff Directory

Dr. Shannon Winnubst winnubst.1@osu.edu | 614-292-1021 | Department Chair

Dr. Treva Lindsey lindsey.268@osu.edu | GTA Supervisor & Undergraduate Studies Chair

Kristen Kolenz kolenz.1@osu.edu| Online Teaching Fellow

Dr. Guisela Latorre latorre.13@osu.edu | 614-292-9866 | Graduate Studies Chair

Lynaya Elliott elliott.255@osu.edu | 614-688-4712 | Administrative Manager

Elysse Jones jones.6187@osu.edu | 614-292-1021 | Office Associate

Saidah Isoke isoke.1@osu.edu | Undergraduate Academic Advisor

Jackie Stotlar stotlar.1@osu.edu | 614-292-1268 | Academic Program Coordinator

Cyndi Preston preston.7@osu.edu | 614-292-3832 | WGSS Subject Librarian

WGSS Main Office | 614-292-1021

WGSS Fax Line | 614-292-0276

037 University Hall TA Offices | 614-292-1031

030 Dulles Hall TA Offices | 614-292-3781

Helpful Links

The Graduate School | 614-292-6031

ASC Curriculum and Assessment | 614-292-7226

ASC Information Technology | 614-688-4447

Multicultural Center | 614-688-8449

Counseling and Consultation Services | 614-292-5766

Student Wellness Center | 614-292-4527

Office of Diversity and Inclusion | 614-292-0964

Disability Services | 614-292-3307

Contents

Graduate Associate Positions

Overview: The Department of Women's, Gender and Sexuality Studies offers Graduate Associate (GA) appointments to most students accepted into the graduate program. GA positions are 50% full time equivalency (FTE), which equates to 20 hours of work per week. GAs work for the department as teaching, research, or administrative assistants. GA positions typically include a nine-month stipend and waiver of tuition for the academic year. Students who have held 50% or greater GA appointment for both Autumn and Spring semesters are entitled to a full fee authorization during the Summer term immediately following their appointment without being on appointment. In addition, the university provides GAs with an 85% subsidy for the cost of required student health insurance. Students are responsible for some fees and remaining health insurance costs.
MA Graduate Associates are typically eligible for a maximum of two years of support from the department. Regular PhD Graduate Associates are typically eligible for up to five years of funding, and direct-to-PhD Graduate Associates are typically eligible for up to six years of funding. Financial support for students in dual and combined programs is determined on an individual basis due to differentiating tuition and fee costs across The Ohio State University.
Graduate Associates are hired for the academic year or as specified in the GA appointment contract. A limited number of Summer term GA positions may be available. These positions are competitive and are only offered to qualified students, with doctoral students receiving preference.
Continuing appointments are based on satisfactory performance of responsibilities. Renewal of all types of associateships is contingent on student enrollments, the department's budget, and remaining in good standing as defined by the Graduate School and the department. Students are encouraged to become Ohio residents.

Types of Graduate Associateships: Graduate Teaching Associate (GTA) assignments are determined based on department need. While GTA preferences for course assignments will be solicited, preferences are not guaranteed to be met. Students may teach independent sections or serve as a grader or recitation leader for larger sections of different courses. Teaching assignments are determined the previous academic year and will be made available by Spring semester. Teaching assignments are always subject to change based on department need. Reappointment as a GTA is contingent upon satisfactory performance in the classroom and fulfillment of teaching responsibilities assigned by the supervisor.
Graduate Research Associate (GRA) and Graduate Administrative Associate (GAA) positions are available to students in limited numbers. GRAs assist faculty members in their research or work on other departmental projects. GAAs typically assist the department in an administrative function. When GRA or GAA positions become available, they are announced by the department with a call for applications. Reappointment as a GRA or GAA is contingent upon satisfactory performance of responsibilities assigned by the supervisor.
All GAs are provided with a desk in an office, either in the main department offices (286 University Hall) or in the auxiliary GA offices (30 Dulles Hall and 37 University Hall).

Stipend Levels: GA funding levels are determined by the College of Arts and Sciences and may vary on a yearly basis.

> **Level I** – Masters Students: $1,900/month
> **Level II** – PhD Students, Pre-Candidacy: $1,925/month
> **Level III** – PhD Students, Post-Candidacy: $2,059/month

To hold an associateship, a student must:

- Be registered for at least 8 graduate credit hours (3 hours of 8999 for ABD Students).
- Be in good standing (3.0 GPA) when the appointment becomes effective.
- Maintain reasonable progress toward a graduate degree.
- Perform responsibilities satisfactorily in the view of the supervisor, who will consider evaluations, observations, attendance, and other evidence of appropriate responsibility.
- Satisfy requirements noted by the Graduate Studies Committee or WGSS department.

Workloads and percent time: GAs may hold 50 or 75 percent appointments. However, a majority of GAs are appointed at 50 percent time, which is considered to represent an average of 20 hours per week of service for 15 weeks each semester. GRAs are expected to log the 300 hours they work each semester. GTAs have more variable hours and may need to spend time during the semester or breaks preparing for upcoming teaching assignments. A GA may not hold an appointment for more than 75 percent time, whether as a single appointment or combination of appointments.

Funding During Fieldwork: Students absent from campus for fieldwork may postpone use of GA funding for up to one academic year. Please note: due to the continuous enrollment policy, post-candidacy students must be enrolled for at least three credit hours every semester (excluding Summer term) until graduation.

Summer Term Appointments: Summer term appointments are rare. Offers of appointment will be based on the needs of the department to cover certain courses, enrollments, teaching experience, and evaluations of performance. Graduate students should not assume the certainty of summer employment. The stipend for summer appointments will be offered at the lecturer rate.

Reappointments: All GA appointment documents are issued in June. GAs must perform satisfactorily in their job assignments in order to receive continued funding. Expectations generally include, but are not limited to, meeting deadlines, practicing clear communication, following departmental policies and procedures, performing assigned duties reliably and consistently, and attending mandatory events.
Academic performance and prior GA performance are among the criteria for reappointment. If a reappointment is not made, the department must notify the GA as soon as possible. Reasons for non-reappointment must be stated in writing. For two weeks after the date of the non-reappointment notice, a GA has the right to initiate an appeal to the head of the appointing unit.

Evaluations: GAs are evaluated every term by their supervisor. If these evaluations show deficiencies, the Department Chair, in consultation with the student's faculty advisor and the Graduate Studies Chair, will work with the student to address performance issues and provide a written summary of expectations. If performance does not improve, the department may withdraw the student's funding. Students who maintain good academic progress may continue in the program without funding.

Termination Criteria: GA appointments may be terminated prior to the end of the appointment period only with the written approval of the Graduate School. A GA appointment is terminated prior to the end of the appointment period for any of the following reasons:

- The GA is no longer enrolled in the Graduate School.
- The GA is registered for fewer than the number of credit hours required for a GA appointment or fewer than three credit hours for a doctoral student who has passed the candidacy examination.
- Performance as a GA is determined to be unsatisfactory by the employing unit.
- The GA graduates.
- The department has insufficient funds.
- Unsatisfactory academic performance.

Becoming a TA after a Fellowship or RA: All incoming graduate students are expected to enroll in WGSST 7702 during their first semester unless on fellowship. Students on fellowships must enroll in WGSST 7702 the year they will begin service as a GTA. This constitutes an on-the-job apprenticeship for those who are assigned as GTAs during the first year. Students preparing to teach will train by "shadowing" a course during Spring/Autumn Semester.

Spoken English Requirements: Graduate students for whom English is not the first language must certify their proficiency in spoken English before assuming Graduate Teaching Associate (GTA) duties. They may become certified through the following scores:
- TOEFL iBT Speaking 28 or higher

- IELTS Speaking 8.5 or higher
- Oral Proficiency Assessment 4.0 or higher

The Oral Proficiency Assessment (OPA) is a test administered by the ESL Spoken English Program to determine a student's level of oral proficiency. As a result of the OPA, a student may be certified or placed into a spoken English course. Students can perform various GTA duties based on their OPA score. The department will pay all fees associated with the OPA. Contact the Program Coordinator for information on how to schedule your assessment.

Additional Graduate School Policies: More information about Graduate Associate appointments and expectations can be found in the [Graduate School Handbook Section IX](#), concerning Graduate Associates.

Procedures and Policy

Office Space and Copying Privileges

Office Space: Graduate assistant offices are furnished with desks, chairs, a shared computer and printer, and a telephone. You will be assigned an office space at the beginning of each academic year. Please keep these offices tidy; do not leave food lying about. Equipment will need to be shared with other students.

Office Keys: If you become locked out of your office, a loaner key is available in the main office. Lost keys will be assessed a $25 replacement fee.

Computer Use (General): The computers in the Women's, Gender and Sexuality Studies' copy room and conference room are connected to The Ohio State Network. You must use your OSU login/password to use these computers.

Computer Use (TA Offices): The computers located in the graduate offices are intended for the use of TAs in conjunction with the courses they are teaching. Students with research/administrative assignments may use these computers if TAs are not using them. Graduate student coursework should be completed and printed in computer labs or at home.

Mailboxes: GA mailboxes are near the main entrance to 286 University Hall. Please empty your mailbox regularly. **Do not leave class materials (graded papers, etc.) in your mailbox for students to pick up. This is a violation of the FERPA Act.** You may leave graded papers with the Office Associate if you must require students to pick up outside of class.

Office Hours: You are required to be available at least two hours per week for office hours. Notify students, list office hours on syllabi, and inform staff of your schedule at the start of each semester.

Phone Messages: Please encourage your students to call during your office hours. Do not use the main department number (292-1021) as your contact number. The phones in the TA offices do not accept voicemail.

Copying Course Material: The department's copy machine is located in 286 University Hall. Copies are for teaching only. Graduate associates should schedule their work to avoid last minute copying jobs. No personal copying is permitted on the office machines. Copier usage is monitored on a regular basis. When possible, please use Carmen to post materials.

Teaching and Classroom Guidelines

Classroom Maintenance/Technology: Dial 614-247-HELP for classroom problems that need immediate attention. Classroom Services responds to problems with audio/visual equipment, computers, technology instruction, mechanics, and environment.

Building Your Syllabus: Current and past syllabi are located on Box and The College's Curriculum and Assessment site includes helpful information about building syllabi.

Book Orders: Books are ordered through SBX's online system. Instructors new to the online system will need to create an account. For each text, give the name of the book, author, publisher, ISBN number, and number of books needed. If the instructor will teach WGSST 1110 or WGSST 2367.XX, they will need to contact the TA supervisor for further instructions. Additional information can be found on the WGSS website on the Textbook Ordering page of the toolkit. The Office Associate can also provide additional deadlines and specific information.

Library and Closed Reserve: Cyndi Preston (preston.7@osu.edu) is our Women's, Gender and Sexuality Studies Librarian. She is available for consultation to help you to teach students to use library resources effectively for course assignments. She will work with you to provide research instruction tailored to specific course topics, develop assignments, and create course-specific resource pages in Carmen. You can put materials on closed or electronic reserve at the Thompson library. You can leave your own materials (such as copies of an article or text) or have books pulled from the library shelves.

Course Websites (Carmen): All courses have a Carmen course website created automatically. For more information on using your course website, see https://carmen.osu.edu/.

Adds/Drops: When possible, students should use the Registrar's webpage at buckeyelink.osu.edu to add, drop, or make other changes to their schedules. Departmental waitlist policies for students and instructors are located on the WGSS website:
- Waitlist policies for students: https://wgss.osu.edu/undergraduate/courses/waitlist
- Enrollment management guide for instructors: https://wgss.osu.edu/toolkit/teaching-resources/enrollment

Class Rosters and Posting Grades: You can view your class roster, post grades, read instructions and information about deadlines for submitting grades through the Faculty Center on Buckeyelink. You will need your name.# and password to access these features.

First Day of Class Checklist (suggested items):

- Class list from Carmen and Faculty Center (note any discrepancies after checking attendance);
- Copies of course syllabus or syllabus pulled up on Carmen via projector in classroom;
- Lesson plan;
- White board markers/chalk;
- Index cards for student information;
- Watch/timer.

WGSS' Liaison at Counseling and Consultation Services (CCS)

The department's CCS liaison is Jennifer Lang. Please feel free to contact her directly with any questions or concerns you have about a student. If she is not available at the time and you need to speak with someone right away, you can always talk with someone at the front desk. Students are protected by HIPPA, which means that information about a student being seen at CCS cannot and will not be shared unless the student has signed an information release form.

Students who over-share: Instructors who are concerned about the well-being of over-sharers should reach out if they notice a pattern. CCS, Disability Services, and the Student Advocacy Center have systems in place to help struggling students.

Syllabus Statements: Please see page 14 for a full list of statements and policies to include in your syllabus.

Film Ordering: The library owns some films, and these films can be put on reserve for your class for the entire semester or for a predetermined time. Some films can be ordered through the Secured Media Library. If there is a film you would like to show that the library does not own, please consult a staff member about the possibility of ordering the film.

Student Enrollment Policies: If your class is full, you might have students contact you wanting to enroll off the waitlist. Please see the WGSS Enrollment Management for Instructors guide in the WGSS Toolkit for steps on how to handle these requests.

Student Non-attendance: It is important to monitor the accuracy of your roster online; taking attendance each day is recommended. Students who appear on your final roster but who have not attended class should be assigned a grade of "EN." You will also be asked to record when the student last attended. The Registrar's Office will contact the student about her/his enrollment status before recording a grade.

Classroom Absences: If you cannot meet with your class, please ask a TA to substitute. If you must cancel a class, call the Office Associate as soon as possible so the staff can post a cancellation notice and respond to student's inquiries. Notify the department chair about the reason for the cancellation. The office staff cannot provide proctoring assistance.

Paper Turn-in and Pick-up: If students are to turn in papers other than in your classroom, instruct them to put them in your mailbox in an envelope. Students can also electronically submit papers in the Dropbox on your Carmen course site**. Because of federal privacy laws, students should not be asked to pick up papers in a way that will allow them to see other students' grades**. If you leave papers for pick-up in the main office, put them in individual envelopes and put them in the student pick up box.

Incomplete Grades: A grade of "I" (incomplete) may be requested by a student only on medical or family crisis grounds. Faculty, instructors and GTAs are not obligated to assign such a grade. Try to avoid giving incompletes. When an incomplete is posted on-line, an alternate grade must also be posted. This is the grade that will be automatically assigned if the student fails to complete the coursework or if the proper forms are not filed on time. An incomplete must be finished or the incomplete extended by the 6th week of the following semester.

Final Exams: According to university rules, all students must take the final exam during the scheduled time allotted for your course. You can choose to have students drop off a final paper or exam by some other method if you give them sufficient flexibility, but you cannot require a class exam at a time that deviates from the university schedule.

Retention of Student Work: Student materials submitted to meet coursework requirements (i.e., exams, papers, projects, quizzes) must be returned to students or made available to them before the end of the semester in which the work is performed or, in the case of final exams/projects, no later than the 14th day of the following semester. Materials not returned must be retained for one semester after the course is completed. Student materials should be destroyed or discarded in such a way as to protect the privacy of students. Grade rosters must be retained for at least two semesters after the course is completed.

Exit Procedures: Upon exiting the department you must fill out both exit surveys, turn in your keys, submit final grades, and provide a forwarding address.

Faculty and TA Relationships

The most important element in a relationship between a TA and a faculty member responsible for the class is open communication. This should be established at the beginning of the semester and maintained throughout the course. TAs and professors should discuss the framework and the background of the course so that they can work together to teach the course more effectively. If the TA and the professor have differences of opinion about the material or arrangements for the course, these should be discussed privately and away from the students.

TAs should clarify these issues with their respective professors before the course begins:

- What are the goals of the course?
- Are there any additional materials that would help the TA better prepare for the course?
- What audio-visual materials are available and are permissible in discussion sections?
- What is the procedure for handling student complaints, plagiarism or cheating?
- How will exams be constructed?
- How are grades to be determined?
- How will the instructor convey grading standards to the TA?
- How can the TA reach the instructor?
- Should the TA provide her own notes?
- How will the TA and instructor address each other in the students' presence?
- How will students be addressed?
- Will the TA be lecturing, and if so, when?
- In leading discussions, how closely should the TA stay to the text/lectures?
- Will the TA be tutoring or giving individual assistance to certain students?
- Who is responsible for scheduling equipment, picking it up, or returning it?
- How will the TA review disputed grades?
- How often will the TA be expected to hold office hours? Should they be coordinated?

Instructors in Training

To teach independently, all GTAs must:

- First, teach a recitation section of 1110: Gender, Sex and Power.
- Complete 7702: Feminist Pedagogy.
- Enroll in 8163: WGSST Teaching Practicum.
- Shadow an instructor who is currently teaching a section of the course the graduate student is slated to teach for the first time.
- Attend required online teaching training or meet with an experienced online instructor in preparation for teaching online.
- Work with the appropriate faculty mentor to develop a syllabus.
- Receive positive feedback on teaching evaluations.

Recitation Leaders: Because of size, the WGSST 1110 – Gender, Sex and Power lecture/recitation course requires much planning and coordination. The instructor has authority for the course and will work with TAs to coordinate the recitation and lecture courses. The instructor and all of the TAs should meet before the end of each semester to plan the next semester's work. TAs should expect that each instructor would bring their own approach to the course. Assignments and grading procedures will vary each semester. The recitation provides students with the opportunity to discuss the issues and ideas raised in the readings and lectures, to ask new questions, to seek clarification of lectures, and to review for exams.

TAs are expected to:

- Complete all assigned readings and discuss those readings in their recitation sections as well as carry out other appropriate activities as approved by their supervising professor.
- Enable students to engage directly with issues and themes of the course.
- Remain uniform across recitation sections in terms of topics covered and number and point value of assignments.
- Attend lectures, assist in test construction, proctor exams and grade assignments.
- Attend teaching meetings and seminars with their instructor or TA supervisor.

The supervising professor will design the course; lecture in large sections; construct tests; and coordinate, evaluate and supervise TAs. Supervising professors will meet with the TAs on a weekly basis to solicit their feedback about student progress; discuss assignments, testing, and grading; and plan for the coming week. The professor will draft exam questions at least one week before each exam to allow time for all TAs to review them and make suggestions. At this time TAs should make sure that they know what answers are expected to the exam questions. Professors and TAs are responsible for carrying out all possible security measures regarding exam questions, both before and after the exam, and for observing and reporting any academic misconduct on examinations. The professor and TAs will meet as a group to determine the final distribution of grades. TAs should consult with the instructor on course related questions.

8163: WGSST Teaching Practicum: All WGSS graduate students who will teach independent sections of classes are required to take 8163 during the same semester in which they will teach their own section of 1110 for the first time. This is usually spring semester of the student's first year. The teaching practicum is a one credit hour course that meets every other week to provide support for new instructors.

Office of Distance Education and eLearning: ODEE is home to an abundance of helpful resources and workshops to help instructors keep up with the changing landscape of classroom and distance learning: https://odee.osu.edu/

IIT: Another mode of teacher training will be to place new GTAs with experienced GTAs as "instructors in training" (IIT). Courses in which this mode of training will be utilized will have a larger class capacity. The instructor in training will attend some of the classes of their assigned course and do all of the reading. IITs will have the opportunity to facilitate class discussions, lecture, grade assignments, and develop class plans.

Instructors in training should:

- Be responsible for some classes (class planning, discussion, and lecture). The TA and the IIT will meet to determine which classes the instructor will lead.
- Have the opportunity to be in charge of portions of class. IITs will have the opportunity to give brief lectures and facilitate portions of class discussion before leading a full class.
- Be trained to evaluate assignments. Each IIT will receive half of one set of exams and half of one set of papers. The GTA will give the IIT a rubric. The IIT will make comments on the papers, and note grades on a separate sheet of paper. IITs will then consult with the GTAs about the final grades, ensuring that the grading practices are consistent.

Teaching a course other than WGSST 1110: GTAs assigned to teach their own section of a course will have full responsibility for that course, but only under the guidance of the TA supervisor for that course. The TA must follow the approved curriculum for the course the TA is assigned to teach. The teaching supervisor must approve the syllabus, exams, and assignments. The supervisor will conduct the evaluation of performance. Professional courtesy and cooperation should govern this relationship.

Teaching Online Courses: The department has organized and agreed upon the following priorities when online teaching opportunities arise:

- ABD status: PhD students who are ABD will hold top priority for online teaching assignments.
- Dissertation research and fieldwork requirements: PhD students who need to be away from Columbus for a portion or all of a semester doing dissertation research will hold priority for online teaching assignments. GTAs are required to have daily, reliable internet access, and must be able to commit a full 20 hours a week to instruction. Students will be asked to provide a letter detailing how the research plan accommodates a 20 hour per week teaching obligation, and their advisors must also sign this letter approving the research and teaching plan.
- Portfolio development: GTAs wishing to gain online teaching experience as ABD students in order to round out their teaching portfolios will have priority over students who have already had the experience of teaching online courses.

Finally, we emphasize that students who elect to live out of state after candidacy exams **do not** have priority for online teaching assignments outside of the above priorities. Students who have been assigned online courses will not necessarily be able to continue teaching online, if other students seek the opportunity and meet the weighted priorities above.

Online Teaching Tools: WGSS provides a course planning guide aimed at online course development via the [WGSS Teaching Repository](#) in BuckeyeBox. See documents one through seven in the in the folder "Support and Resources." In the same folder, online instructors can access a Best Practices guide to assist with planning and troubleshooting. Occasionally the department hosts online instructor co-working meetings. Kristen Kolenz, the online teaching fellow, also offers one-on-one support for online instructors.

Grievance Procedures: If you have any concerns or issues regarding your responsibilities, assignments, procedures or evaluations, please talk to your supervising professor first. If things cannot be worked out, please consult with the department chair. If it is impossible to reach a mutually satisfactory arrangement, you can use the grievance procedure established by the Graduate School.

Teaching Meetings: You are required to attend teaching meetings established by your teaching supervisor. The teaching meetings are an essential part of the ongoing training process in the department and serve as a forum for the exchange of ideas about teaching. These meetings provide the opportunity for the supervisor to gain feedback about our courses. Attendance at these meetings is a part of your job responsibilities and will be taken into account in your evaluations.

TA Development: The University Center for the Advancement of Teaching (http://ucat.osu.edu/) offers an array of services to assist in TA professional development. Throughout the year they sponsor workshops, conferences, and lectures about teaching. Students are encouraged to attend. In addition, UCAT staff are willing to work with graduate instructors individually to develop specific teaching skills.

Course Scheduling

The Office of the University Registrar is responsible for determining all course scheduling deadlines. Courses must be entered into the system on or before the specified deadline so that Classroom Scheduling can determine all room assignments.

The Registrar provides available meeting patterns and times and is responsible for all room assignments. Departments must utilize an even spread of all of the available meeting patterns.

WGSS' Course Scheduling Responsibility: The department is responsible for scheduling faculty, graduate students, and lecturers into WGSS courses based first on need and then preference. Graduate and

undergraduate programs are comprised of several course requirements and the department offers all required courses on a regular basis. All courses are scheduled based on the availability of professors and instructors with experience and expertise.

The College of Arts and Sciences requires that the department offer courses that will enroll well. The department must be cognizant of all enrollment expectations to keep courses from being cancelled.

Preferences: The department's Undergraduate Studies Committee will compile a list of courses from which all graduate student instructors will indicate their preferences. The list should include a WGSS faculty contact who will approve all syllabi. The Program Coordinator will collect all preferences and will work with the department chair to determine assignments. Not all preferences will be granted. Graduate student instructors are not permitted to teach courses at the 4000 level and above.

The department makes a strong effort to minimize conflict between GTA teaching schedules and graduate coursework. However, it is not always possible for GTAs to take electives that conflict with department teaching needs. Ensuring that students are able to enroll in required Women's, Gender and Sexuality Studies courses that they have not already taken is a priority. The next priority is allowing enrollment in Women's, Gender and Sexuality Studies electives. Conflicts with electives offered by other departments may be unavoidable. The Program Coordinator will look at graduate course schedules before assigning specific teaching sections each semester. In order to minimize potential conflicts, graduate students should plan their course selections in advance and notify the Program Coordinator to avoid conflicts as much as possible.

Course Expectations

1110 Instructors

WGSST 1110-Gender, Sex and Power is an interdisciplinary analysis of gender, race, sexuality and other dimensions of identity, past and present.

The following requirements must be met by 1110 instructors:

- Every class should have a midterm and final. These exams can be take home or in-class exams but must not deviate from previously outlined rulings on final exams.
- All 1110 classes should include writing assignments, which may be in-class and/or take home. Please see syllabi for examples.
- Finals should always take place during finals week. This is a university requirement.

In order to meet the GE requirements, courses should include:

- The names of all relevant GE categories.
- All expected learning outcomes.
- All goals.
- A statement about each GE category explaining how the course will fulfill all its expected learning outcomes.
- More information can be found here: http://wgss.osu.edu/wgss-general-education-syllabi-elements.

You should also consult with your TA supervisor or supervising faculty member with additional questions when planning your course.

2367.XX Instructors

WGSST 2367.XX focuses on literary representations of critical issues in US social history. The emphasis is on writers' strategies for articulating feminism and how literature is a metaphor for social reality and acts as a catalyst for social change.

Due to 2367's GE status as a second-tier writing course, special skills are required to teach it:

- An extensive background in literature.
- Superior writing skills, coupled with the ability to communicate the mechanics of writing to undergraduate students exhibiting various levels of writing competence.
- Knowledge about text and context so that literary analyses can be interwoven with discussions of cultural, political and other historical conditions.
- Ability to lead discussions on these issues while locating such contexts in the readings.
- Ability to construct discussions with gender/race/class/sexuality as key analytical tools.

Students who wish to be considered for teaching 2367 must meet certain requirements:

- Generally, only second-year GAs will be considered for 2367 appointments.
- The applicant's transcripts must verify the completion of extensive course work in literary studies; the applicant must have had a minor/major in English or equivalent.
- The department will fill 2367 positions based on scheduling and curriculum needs.

The following requirements must be met by all 2367 instructors and are strictly adhered to:

- Instructors will have two options in structure: 2 papers and one final exam or 3 papers.
- Students must be given a chance to revise their work.
- Teaching observation must happen at least once.
- Instructors must provide at least one text from the 19th century and one from the early 20th.
- At least FOUR major texts should be assigned (novels, memoirs, full volumes of poetry).
- Instructors should use a grading rubric and this rubric should be shared with students.
- Instructors should be attentive to diversity in their syllabi—race, class, gender, and sexuality are required while the instructors may also explore other issues of difference.

In order to meet the GE requirements, courses should include:
- The names of all relevant GE categories.
- All expected learning outcomes.
- All goals.
- A statement for each GE explaining how the course will fulfill all expected learning outcomes.
- More information can be found here: http://wgss.osu.edu/wgss-general-education-syllabi-elements.

General Education (GE) Expected Learning Outcomes and Goals

In the program of General Education, students will take coursework in several areas of study to achieve the necessary skills, broad knowledge, and competencies expected of a College of the Arts and Sciences graduate. The learning outcomes that students should achieve through coursework in various categories of the General Education (GE) pertaining to courses in WGSST are listed below.

The goals and expected learning outcomes must be copied from the language in this document and pasted into syllabi.

General Education Courses in Women's, Gender and Sexuality Studies

WGSST 1110/H Gender, Sex and Power
Culture and Ideas
Social Science: Individuals and Groups
Diversity: Social Diversity in the U.S.

WGSST 2215 Reading Women Writers
Literature

WGSST 2230 Gender, Sexuality and Race in Popular Culture
Visual and Performing Arts

WGSST 2282 Introduction to Queer Studies
Culture and Ideas
Diversity: Social Diversity in the U.S.

WGSST 2367.01 U.S. Women Writers; 2367.02 U.S. Latina Writers
WGSST 2367.03 U.S. Lesbian Writers; 2367.04 Black Women Writers
Writing and Communication, Level Two
Literature
Diversity: Social Diversity in the U.S.

WGSST 2750H Natives and Newcomers: U.S. Immigration and Migration
Historical Study

WGSST 3317 Hollywood, Women and Film
Visual and Performing Arts

WGSST 3370 Sexualities and Citizenship
Diversity: Social Diversity in the U.S.

WGSST 4401 Asian American Women: Race, Sex and Representations
Historical Study
Diversity: Social Diversity in the U.S.

WGSST 4510/H Women's Movements in the Americas
Diversity: Social Diversity in the U.S.

WGSST 4520 Women of Color and Social Activism
Diversity: Social Diversity in the U.S.

WGSST 4597 Gender and Democracy in the Contemporary World
Cross-Disciplinary Seminar

General Syllabus Elements

Please see below for list of syllabus elements to include in your WGSST course syllabi. Each element is noted mandatory, recommended, or optional.

***Mandatory* - Disability Statement:** [The Office of Disability Services](#) recently issued a new statement for course syllabi. Please include the following language near the beginning of your syllabus in a 16 point, san-serif font:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary

medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mandatory – **Academic Misconduct Policy:** It is the responsibility of every student to know the Student Code of Conduct. However, the academic misconduct policy should still be in your syllabus:
> *It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the* Code of Student Conduct.

Mandatory for GE courses - **GE Learning Goals and Outcomes:** Since semester conversion, "GEC" requirements have been known as "GE" requirements. All appropriate GE goals and learning outcomes should be included in your syllabus. If you are instructing a GE course, please see below or here to make sure you are using the appropriate GE goals and learning outcomes statement. **If you are copying language from a former syllabus, please make sure your GE learning goals and outcomes are up to date.**

Mandatory for Distance Learning (online) courses – **Distance Learning Syllabus Elements:** Distance learning must include information on technology requirements for the course and privacy statements for technologies used beyond Ohio State's approved digital tools. Please reference the **ASC Tech Distance Learning Syllabus** template for guidance.

Recommended - **Title IX Statement:** The office of University Compliance and Integrity encourages all instructors to include the following statement about Title IX in their syllabi:
> *Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at* http://titleix.osu.edu *or by contacting the Ohio State Title IX Coordinator,* Kellie Brennan.

Recommended - **Student Advocacy Center Statement:** The Student Advocacy Center should be the first stop for a student who has experienced a hardship (ex., prolonged illness, death in the family, unexpected onset of physical or mental disability) during the semester and needs assistance filing petitions for potential extensions:
> *The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at* http://advocacy.osu.edu/.

Optional – **Mandatory Reporter Statement**: All Ohio State University employees, including instructors, are mandatory reporters of sexual assault. Some instructors may wish to note on their syllabus that they are mandatory reports in case students choose to disclose personal stories of assault or trauma. This is not to discourage students from sharing, only to convey the responsibilities of the instructor to the student. Here is a sample mandatory reporter statement:
> *As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the* Ohio State Anonymous Reporting Line.

GE Syllabus Elements

The goals and expected learning outcomes must be copied from the language in this document and pasted into syllabi.

Writing and Communication, Level Two

2367.01 – U.S. Women Writers: Text and Context
2367.02 – U.S. Latina Writers: Text and Context
2367.03 – U.S. Lesbian Writers: Text and Context
2367.04 – Black Women Writers: Text and Context

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Literature

2215 – Reading Women Writers
2367.01 – U.S. Women Writers: Text and Context
2367.02 – U.S. Latina Writers: Text and Context
2367.03 – U.S. Lesbian Writers: Text and Context
2367.04 – Black Women Writers: Text and Context

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes
1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Visual and Performing Arts

2230 – Gender, Sexuality and Race in Popular Culture
3317 – Hollywood, Women and Film

Goals: Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes
1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Culture and Ideas

1110 – Gender, Sex and Power
1110H – Gender, Sex and Power, honors
2282 – Introduction to Queer Studies

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes
1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Historical Study

2750H – Natives and Newcomers: U.S. (Im)migration and Migration, honors
4401 – Asian American Women: Race, Sex and Representations

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes
1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Social Science: Individuals and Groups

1110 – Gender, Sex and Power
1110H – Gender, Sex and Power, honors

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes
1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Diversity: Social Diversity in the U.S.

1110 – Gender, Sex and Power
1110H – Gender, Sex and Power, honors
2282 – Introduction to Queer Studies
2367.01 – U.S. Women Writers: Text and Context
2367.02 – U.S. Latina Writers: Text and Context
2367.03 – U.S. Lesbian Writers: Text and Context
2367.04 – Black Women Writers: Text and Context
3370 – Sexualities and Citizenship
4401 – Asian American Women: Race, Sex and Representations
4510 – Women's Movements in the Americas
4510H – Women's Movements in the Americas, honors
4520 – Women of Color and Social Activism

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The instructor must include a statement in the syllabus about how the course will meet the goals for this GE.

Evaluation of Teaching

The primary goals of evaluation are to provide instructors with feedback about teaching effectiveness and to enhance the quality of instruction in the Department of Women's, Gender and Sexuality Studies. Evaluations of GTAs are conducted every semester.

GTAs have access to the results of all forms of evaluation and will have the opportunity to submit a written response. All responses should be directed to the faculty teaching supervisor.

The evaluation process for the Department of Women's, Gender and Sexuality Studies contains the following required and optional features:

Student Evaluation Forms: The SEI (Student Evaluation of Instruction) is a computerized quantitative evaluation form required by the university for all instructors. All SEIs are electronic. GTAs are required to supply their SEIs to their advisors for review. Additionally, the department collects qualitative evaluations for TAs using an open-ended questionnaire (also known as discursive evaluations.) Please pick up the departmental qualitative forms to be filled out by students once you are prompted by the Office Associate. Please leave the room while students complete the forms. Designate a student to return the forms to the Office Associate and keep a record of the student's name. If you are teaching an online course, students will fill out the discursive evaluation via Qualtrics. The responses automatically route to the department.

Based on results of the Student Evaluation of Instruction (SEIs) and discursive evaluations, the department chair and course supervisors may determine that GTAs beyond their first year of teaching must use additional forms of evaluation. Such determination will be made in consultation with the GTA. Satisfactory evaluations will be a consideration in decisions about continued support. The Graduate Studies Committee will make decisions about reappointments.

Classroom Observations: The GTA supervisor will conduct classroom observations of teaching for first year GTAs and may perform observations in subsequent years. Such observations will be pre-arranged.

Consultations: The supervisor will meet with GTAs concerning the results of evaluations. Consultations will be conducted each semester for first year GTAs and upon request for those beyond the first year.

Outside Evaluations: Outside evaluations may be requested by any GTA or lecturer or by the course supervisor.

Recitation TAs: The instructor you are assisting will be responsible for evaluating TAs in terms of meeting course responsibilities.

Creating an Inclusive Classroom

Ground rules: Ground rules can be a way of having students take ownership of the concept of co-creating a classroom environment conductive to learning. By gaining consensus on ground rules, you can enlist students in creating an appropriate classroom environment.

Share experience: Rather than generalize about whole groups of people, ask students to use "I" statements and speak from their own experience. This also invites diverse perspectives from students who often find themselves on the fringe, such as students of color, LGBT students, "nontraditional-age" students, and women.

Participation: Ask students who tend to monopolize discussions or interrupt others to self-monitor and make room for quieter students. At the same time, encourage students who tend to be quieter to contribute to enhancing everyone's learning by sharing their unique perspectives and experiences.

Confidentiality: Encourage students to take concepts and themes from the class and discuss them freely. However, personal stories raised by individuals are to be kept confidential and the property of the class.

Respectful Listening: Encourage students with differing points of view to raise questions by listening first. It is also important to remember that the human being behind that question or comment deserves our respect, even when we disagree with what they are saying.

(Department of Instructional Development and Research, 1991, University of Washington, Seattle)

Enhancing Lectures

- Use lectures primarily to present a synthesis of materials, a model for student behavior, new material unavailable elsewhere or an enthusiastic inspiration for students.
- Have an outline for each lecture and use it as an advance organizer to help students follow your discussion. Display it prominently.
- Begin the lecture by posing a problem situation with which the material deals to spark interest. Tie each lecture to the previous material or reading assignments.
- Intersperse the delivery of facts and concepts liberally with examples and questions to provide a concrete foundation for the abstract and change pace.
- Keep the main points down to four or five.
- Provide a break in information every ten minutes to maintain attention. Use anecdotes, visuals, and questions to break the pace.
- List all unfamiliar terms on the board or in a PowerPoint presentation as you proceed.
- Develop a cuing technique so your listeners will know when you're moving from one main point to another.
- Maintain eye contact with the students so you'll be aware when they don't understand.
- Use open questions (where there is no correct answer) to promote discussion and involvement if that is a goal.
- At the end of each lecture, take a few minutes and have each student briefly summarize for her/himself the main points. Then review those points as a summary.
- Use short, no-credit quizzes to provide both you and the students with feedback on how well they are doing.

The Center for Teaching Effectiveness, The University of Texas at Austin

Learn Students' Names: All of us respond to being approached individually and personally, and the logical way of beginning that process is calling us by our first names. One way of approaching this is to tell students on the first day of class that they may sit anywhere they choose, but that you would like them to sit in the same place for a week or two. You can also ask students to introduce themselves when they make comments or ask questions in class. You may also ask them to make name cards to put on their desks for the first few class periods.

Provide Nonverbal Encouragement: Provide a secure, reassuring, positive atmosphere. There are several ways of doing this that do not require the spoken word. Maintain eye contact with students. Move around the room. It is important that you be animated and expressive in your presentation. Control nervous mannerisms.

Create a Positive Learning Environment: Research indicates that students who feel comfortable in the classroom setting and who have some positive rapport with the instructor are much more likely to speed up learning processes as the semester proceeds. Students often surpass normal course expectations if they feel very positive about the learning climate. In the long run, you will accomplish more learning by devoting the first few classes to creating a supportive environment.

Learn Something about Each Student:
This strategy is an extension of the suggestion to learn your students' names; it is one step further in the process of personalizing relationships. Learning what a student's personal interests and hobbies are, or what kinds of books s/he likes to read can help you establish fairly quickly a warm relationship with that student. Asking students for a brief self-assessment at the beginning of the semester might be helpful here. Such simple questions as "What kinds of things do you like to do in your spare time?" or "What would you like to get from this course?" can get them started.

Provide Specific Positive Reinforcement: Taking the time to compliment a student on a specific thing they did well can have tremendous payoff. If you compliment profusely and generally, a student will sense a lack of genuineness, but picking out one element of the student's work or attitude that you like will have much more meaning. A word of caution is that some students feel uncomfortable about receiving compliments. Such students will become more uncomfortable if they continue to receive them. An understanding of body language and facial expressions is helpful in this instance.

Treat Your Students as Adults: Sometimes teachers unwittingly put down their students by treating them as children, by overlooking them, or by exhibiting impersonal kinds of behavior. One example is when a teacher turns away from a student to address a colleague who is walking by. If you do not excuse yourself to the student or introduce the student to your colleague, you are treating the student as less than a responsible adult. Another way of making your students feel important is to spend time with them, informally or formally. Before and after class you can chat informally with groups. When you meet a student in the hall or on campus, smiling and giving a personal greeting is very effective.

Make Yourself Available: Making yourself available to your students is essential. You are serving as a role model to the students, and keeping reliable office hours gives them a sense of your commitment. Be sure to keep your office hours. Be on time. Spend as much time in the office as you have promised. If for any reason you are unable to be in your office on a given day, give your students advance notice. You have, in essence, made a contract with them and you should keep it. Be in class for all of your allotted time. Perpetual tardiness can give the students the idea that promptness is not something that you care about. Be diplomatic about rules you set up and approach the question of calling you at home on an adult-to-adult basis.

Never Humiliate a Student: Although you do not intend to humiliate students, you may inadvertently interact with students in a way that embarrasses them or makes them feel uncomfortable. Even if such embarrassment is subtle, it can discourage students and make it difficult for them to come back to your class. Avoid sarcasm, as well as teasing that is destructive in nature. Determining what might be dangerous is sometimes difficult and requires a good deal of perception on the part of the teacher. A general rule of thumb is to respond to students in the same way that they deal with you. If the student teases you, you can feel reasonably assured about responding in the same way. Another rule that is easy to remember is never to exhibit students' work without their permission. Again, you must use good judgment.

Hold at Least One Conference Per Student: Commit yourself to at least one individual conference with each student. These conferences need not be long when the student does not have significant problems. They may simply be friendly, personal conversations. Yet, this kind of conversation shows the students that you care about them. For those students with significant problems, the conference is crucial. Often a conference is the only means of convincing them of your interest. Sometimes, you can solve some of the student's problems, or you can guide the student to someone else who can. Many students are unfamiliar with services available. Teacher evaluations show that this individual conference is often the element that students appreciate most.

N.R. Armes & P.F. Archer, Building Success in the Classroom. (N: Media Systems Corporation, 1980)

The major difference between discussions and lectures is that in discussions the students can be more active and that there can be more personal contact. Good discussion sections give students an opportunity to formulate principles in their own words and to suggest applications of these principles; they help students become aware of and define problems implied in readings or lectures; they can also increase the students' sensitivity to other points of view and alternative explanations.

Every class has goals, structure and patterns of some sort. The variations occur in how loose or tight the structure is, how explicit or subtle it is, and who establishes it. You as a GA must be covered. At the same time, you will probably want to be open in some degree to new questions or issues, sensitive to what interests or confuses the students. Some discussions go better when there is some rambling, while others need a tight structure. To handle this well, you need skills in guiding the discussion to varying degrees, in stimulating

spontaneity when you want it, and in providing a clear track to follow when that is needed. Reducing the amount of structure is effective when you want students to learn how to select important ideas and to organize the material in a meaningful way. On the other hand, a closely structured class will cover more material, and this is useful when the information is straightforward and students need guidance in order to develop basic skills. Setting structure should never be done in a way that blocks you from getting feedback about students' problems, and how they are reacting to the class. Setting aside periods of time for open discussion and other feedback devices such as mid-course questionnaires, can avoid this problem.
Below are a variety of tips and ideas.

Planning the Class

- Define learning goals concretely and clearly. Communicate these goals to the students.
- Elicit students' interests and difficulties at the start of the course and of each meeting, and work out a joint agenda.
- Discuss with the class what kind of format or formats you are going to use. Pick one or several, which they are comfortable with, and which are compatible with class goals.
- When you want to focus the discussion, set very specific learning goals and organize them in a clear sequence or agenda.
- Ask plenty of "convergent" questions, e.g., ones that elicit a single correct answer or a clear-cut standard of correctness.
- Emphasize frequently what you consider to be key points in the material.
- If a comment or question is somewhat off the track, selectively respond to that part which most furthers the goals of the discussion.

Talking and Inattention

- Make direct eye contact with students, sometimes stopping the lecture, looking directly at them, and resuming the lecture.
- Direct a question to someone right next to them. That focuses attention to that area of the class but avoids confrontations.
- Move towards that part of the room, again making eye contact with the student(s).
- Break the class into discussion groups to vary the method of presenting.
- Speak to the disruptive student(s) privately.

Unpreparedness and Missed Deadlines: Design the class so that there are logical consequences to these behaviors. If the policy is not to accept late papers, then don't accept them, except under the most extraordinary circumstances. If students are coming to class unprepared, then require evidence of preparation in the form of homework, writing exercises, etc. Regularly meet deadlines. If you say tests will be returned Friday, then return them on Friday.

Lateness and Non-attendance: Help students come to class on time by starting and finishing class as scheduled. In large lecture classes, establish a starting ritual that suits your teaching style.

Speak to chronically late and absent students: Make sure not only that the material covered in class is vital to students' mastery of the subject and performance on assignments, but the students understand the connection, too.

Challenges to Authority: Respond honestly to challenges, explaining your objectives and how assignments and exercises contribute to them. If a student continues to press, table discussion and continue privately. Sometimes the opportunity to express a grievance may be more important than is a resolution. Be honest when something doesn't work out. If a student is hostile or threatening, contact a supervisor immediately.

Academic Integrity

If you suspect that a student has violated the University's Code of Student Conduct, the Committee on Academic Misconduct (COAM) recommends that you notify the student of your suspicions (this is not mandatory). This can be done via a personal, private conversation (a witness is recommended) or via e-mail. Next, download and complete a copy of COAM's reporting template. If you suspect that a student has plagiarized an assignment, read Preparation of Evidence for Cases Involving Alleged Plagiarism. In addition, ask your department's chairperson to write a letter acknowledging that they are aware of the allegations against the student. All of this information can be accessed here: http://oaa.osu.edu/coamfaqs.html

Next, accumulate the following documents:

- A completed reporting template;
- Evidence supporting your allegation;
- A letter from the chairperson;
- The course syllabus.

Send documents via campus mail to:
Committee on Academic Misconduct
33 W. 11th Avenue, Rm. 107

You can also submit these materials electronically. If you have any questions regarding this process, please contact COAM at 292-7262 or visit their website at http://oaa.osu.edu/coam.html

COAM will make a determination and inform you of its recommendation. If the student is found in violation of the Code of Student Conduct, the student will receive the appropriate sanction. A student suspected of academic misconduct, whether acknowledging involvement or not, should be allowed to continue in the course without prejudice pending action by the Committee. If the course ends before the Committee has acted, you should assign the student a grade of Incomplete. Confidentiality must be maintained at all stages of this process.

COAM also believes that informing students about the nature of plagiarism will help to reduce its occurrence. A definition can be contained in a hand-out to be given out the first day of class or included in the syllabus.

Student Resources

It is helpful to remind your undergraduate students of the resources on campus available to help them achieve academic success.

They can find academic coaching through the [Dennis Learning Center](#) which offers one-on-one appointments for students to achieve success.

If your students need additional writing help, encourage them to seek out the [Center for the Study and Teaching of Writing](#). They offer in-person and online sessions.

Additional Resources

Reading the toolkit on the department's website is a great way to stay up-to-date on the latest syllabi guidelines, registration and fee deadlines, awards and grants, and teaching resources.

[Interdepartmental resources and toolkit](#)

U.OSU.EDU

U.OSU is the university's easy-to-use professional website platform. Share your work and explore sites from throughout The Ohio State community. "U" because it's about the work you do at this university.

What is it?

U.OSU provides web space to support professional and educational activities at The Ohio State University. Students, faculty and staff use U.OSU.EDU to share independent work, host course assignments, enhance project visibility, communicate within groups, and represent organizations.

What's under the hood?

For those who want the technical details, the service is a multi-site WordPress installation hosted by EduBlogs. It provides a flexible and easily accessible platform for individuals to post about their work. Sites can contain both static pages and chronologic blog posts.

How can I use it?

U.OSU is designed to support professional sites for groups and individuals affiliated with Ohio State. What does that mean? Here are some examples:

- A professional profile that highlights scholarly, pedagogical, and service activities, with pages for a biographical statement, curriculum vitae, teaching overview and course listing, research statement and more.
- A portfolio of projects, both in process and completed, that can be used to demonstrate skills and experiences. Regular posts can share progress on ongoing projects in the field or in the classroom.
- A forum to enable sharing amongst community members who might otherwise be separated geographically or by discipline.
- A site to host and share resources, notes, and collections of digital materials.
- A site created for use in a class or as a group project (assuming the site is ultimately owned and managed by one individual).

Where do I go for help?
If you need help, the Resource Center is your first stop, with tutorials and answers to frequently asked questions. If you need additional support or can't find what you are looking for, email u@osu.edu or call 8-HELP (614-688-HELP).

Office of Distance Education and eLearning Support

For those teaching online, we encourage you to contact Arts and Sciences eLearning Support at http://asctech.osu.edu/elearning.

For assistance with online course development and to check out CarmenConnect, Top Hat, and other really great teaching tools and resources as well through the Office of Distance Education and eLearning.

Guide to Assisting Disruptive Individuals

Ohio State's Counseling and Consultation Service and Employee Assistance Program developed this information guide to help you assist anyone in the university community experiencing distress or causing a disruption: http://oaa.osu.edu/assets/files/documents/911handout.pdf