Index

Annotated text, with questions, 240–41
Arrival to class, timing of, 24–25
Assessment. See Grading
Assigning student responsibility, 224–26
Attendance: and labs, 112; policy, 20; 28; problems, 112; taking of, 25–26. See also Students, with attendance problems
Authority, when teaching, 10, 15, 20
Background, providing personal, 12–16
Balance, between teaching and school, 224–31
Cheating, 183–84
Class: addressing problems in, 43–44; before first session of, 7–9; dynamics of, 53, 142; establishing policies for, 20; first session of, 24–29; preparation for, 30–42, 227–28; starting time of, 8; time management during, 38–39
Class participation, 21. See also Grading, and class participation
Class plans: consolidating lists, 77–78; debate, 70–75; development of, 8–9; essay workshop, 93–98; exam preparation, 88–91, grammar and usage review, 91–93; guest speaker, 80–82; information exchange, 68–70; lecture, 82–88; pros and cons, 75–76; video presentation, 78–80. See also Lesson plans.
Classroom: arrangement of, 38–40, 46; location of, 8
Closure. See Discussion, wrapping up of; Wrapping up
Clothes, for teaching, 10–11
Coffee shops, meeting in, 151
Collaboration, among students, 103–5; among teachers, 1
Consolidating lists, 77–78
Copying, 9
Counseling services, mental health related, 163–65
Coursework release form, sample of, 252–53
Crushes, 171–73
Culture, issues of, 14–15, 58
Deadlines, 21
Debate, 70–74
Devil's advocate, acting as, 58
Director of Undergraduate Studies, 119, 175–76
Discussion: facilitating of, 36–37, 54–56; questions for, 51–53; vs. task-based participation, 45–46; wrapping up of, 64–67
Discussion classes, 36–37; 45–67; sample lesson plan for, 236–37
Drop/add policy, 9, 25
Email, 18, 154–57; CCing and, 156; and class email group, 18; keeping records of, 156; tone of, 154
Essays: assignment of, 115–18; format, 116–17; genre expectations, 115–16; prompt
for, 115; revision of, 131–34;
topic selection, 116. See also
Grading, of essays
Essay workshops, 93–96; advance
preparation for, 94–95; and final
editing exercise, 97–98; sample
guidelines for, 242–44. See also
Peer Response, sample guidelines for
Evaluation, final by students,
205–7; and teaching portfolio,
217–219
Exams: creation of, 118–120; in-
class review for, 143–45; learning
objectives, 118, 119; missed, 21,
146; preparation for, 88–91;
proctoring of, 183. See also
Grading, of exams
Experimental laboratories. See
Laboratories
Experiments, failed, 112
Facebook, use with students,
18–19
Facilitating. See Discussion,
facilitating of
Feedback: eliciting from students,
197–200; midterm, 203; to
professor, 40–41; from professor,
41; responding to, 200–2, 204,
205; sample of midterm, 251;
from students (informal), 200–2;
from students (formal), 202–7.
See also Professor, relationship
with; Evaluation, final by
students
Final grades. See Grading, and
calculating final grade
First day of the term, 7–29
Freewriting, 47–48, 198–99

Gender, issues of, 13–14, 57
Goals, for teaching. See Teaching
goals
Grade books, 123–24
Grade complaints, 184–91
Graded material, returning of,
141–42, 148
Grades, posting of, 148
Grading, 122–49; and calculating
final grade, 146–48; and class
participation, 146–47; and
electronic essays, 128–30; of
essays, 127–36; of essay
workshops, 96; of exams,
124–26; of final exams and
essays, 124–126; and group
work, 139–40; of lab reports,
138–39; and late work, 145; and
missed exams, 146; of problem
sets, 101, 136–37; setting policy
for, 20, 28
Grading curve, 135
Grammar and usage review, 91–93
Guest speaker, 80–82
Guidelines: for in-class collabora-
tion on problems sets, 105; for
essay workshops, 94–96; for peer
response, 95–96; for student pre-
sentations of problem sets, 107;
for teaching assistant–led prob-
lem set review, 103
Homework, late, 21. See also
Grading, and late work
Icebreakers, 26–28
Information cards, 24, 26
Information exchange, 68–70
International graduate teaching
assistants, 15–16
Internet, appropriate use of, 177
Interview, job. See Job interview
Introduction, of self, 11–16, 28
Job interview, 220–23
Job market, preparing for, 208–23
Laboratories, 107–13; common
problems with, 112–13;
equipment in, 108; and groups, 109–10; safety rules for, 108–9; weekly preparation for, 107–8
Lab reports, 113–15; expectations for, 113–14; and groups, 114–15; purpose of, 113; teaching from, 114
Language: and accents, 15–16; and problematic terminology, viii–ix, 168–69
Laptop computers, student use in class, 22–23, 61
Late work. See Grading, and late work; Homework, late
Learning disabilities, 21, 158–59
Lectures, 37, 39–40, 82–88; delivery, 86–87; preparing for, 83–84; sample lesson plan for, 238–39; sharing outline with students, 85; and technology, 87
Lesson format, 36–38; for discussion classes, 36–37; for lecture classes, 37; and structured student activities, 37
Lesson plans, 33–37; and administrative details, 35–36; and allotting time, 35; format of, 36–37; for problem sets, 101–3; samples of, 236–39
Letters of recommendation, 193–96; samples of, 247–50; and teaching portfolio, 219
List, making of, for discussion, 47
Math anxiety, 100
Mental health issues, of students, 163–68; students who display frightening or bizarre behavior, 167–68; students who mention suicide, 166
Meta-teaching, 54, 200–2
Missed exams. See Grading, and missed exams
Names: of students, 7, 25, 26; of teaching assistant, 11
Non-attendance. See Attendance
Notes, facilitating student, 33–34
Office hours, 19, 150–54; location of, 150–52; timing of, 152
Organization, of classroom. See Classroom, arrangement of
Organization, personal, 9
Pair and share, 48, 59
Parents, 191–93
Peer pressure, 52
Peer response, sample guidelines for, 245–46
Personal problems. See Students, with personal problems
Perspective, maintaining, 5–6
Phone numbers, 17
Plagiarism, 20, 21, 28; 176–82
Problem sets, 99–105; grading of, 136–37; purpose of, 100; review of, 101–3; setting ground rules for, 102–3; and student collaboration, 103–5; and student presentations, 105–7
Professor: and addressing cheating, 184; and addressing plagiarism, 178–79, 181; and CCing on email, 156; and handling problem students, 167, 169, 170; relationship with, 41–42, 107–8
Pronoun use, of generic they, ix
Proofreading: abbreviations, 131; guide for students, 98
Pros and cons activity, 75–76
Race, issues of, 14–15, 57
Reading: active, 50; selected passages from text, 49
Release form. See Coursework release form
Revision, of student work. See Essays, revision of
Safe space, 57
Sample precinct, 198
Scheduling, of teaching activities, 227–30
Self-preservation, 230–31
Sensitive material, 57–58
Sexual harassment, 173–76
Sexual orientation, 12, 57
Small group activities, 49
Social activities, with students, 170–71
Staff, administrative, 8
Student conferences, midterm, 203
Student participation, initiating of, 46–50
Student presentations, 105–7
Students: with attendance problems, 156–57; with diagnosed mental health problems, 163–65; establishing contact with, 16–19; fraternizing with, 170–73; and frightening or bizarre behavior, 167–68; with learning disabilities, 158–59; one-on-one interaction with, 150–96; with persistent complaints, 190–91; with personal problems, 160–67; placing in groups, 71, 109–10
Students, types of classroom behavior: antagonistic, 62, 168–70; bomb-dropper, 63; discussion hog, 62; discussion-stopping, 59–64; disruptive, 60–64; laptop user, 61; newspaper reader, 60; non-participating, 52–54, 59–60; quiet, 54, 59; silent glarer, 63–64; texter, 61; whisperer, 61
Suicide, and student mention of, 166
Syllabus, 20–22; reviewing of, 28; sample of, 234–35; and teaching portfolio, 215
Teaching: agonies of, 4–5; joys of, 3–4
Teaching assistant, as terminology, viii
Teaching bag, 9, 11
Teaching goals, 31–32; prioritizing of, 32
Teaching persona, 2–3
Teaching philosophy, 211–15
Teaching portfolio, 208–11; electronic, 219; and sample teaching materials, 215–19; and student work, 216–217; and teaching philosophy, 211–15
Technology, for lectures, 87. See also Grading, and electronic essays
Texts: required 21; sample annotation of, 240–41
Time management, 29, 35, 38, 227–28
Video presentation, 78–80
Withdrawal, from a course, 157, 166–67
Wrapping up: and consolidating lists, 78; and debate, 74; and essay workshop, 96; and exam preparation, 91; and grammar and usage review, 93; and guest speaker, 82; and information exchange, 70; and lab session, 79; and lecture, 88; and pros and cons, 76; and video presentation, 80