

Undergraduate Teaching Assistant (UTA) Manual

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UCITE and the Office of Undergraduate Studies



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think beyond the possibleSM

TABLE OF CONTENTS

UTA Training Introduction	3
Serving as a UTA: The First Step	4
UTAs' Instructional Roles	5
Laboratory Sessions	6
Recitation Sessions	8
Grading as a UTA	11
Active Learning Methods	17
Student Interaction	21
Ethics and the Academic Community	23
Academic Dishonesty and How to Prevent It	25
How to Deal with Evidence of Cheating	31
Some Helpful Campus Services	35
Students with Disabilities	38
Useful Links for UTAs	40

UTA Training Introduction

Welcome to Undergraduate Teaching Assistant (UTA) Training at Case Western Reserve University! We hope this experience is both enjoyable and informative. We greatly look forward to your participation, and we encourage you to ask questions at the face-to-face training seminar. Our primary goal is to provide you with the resources you need to be an effective UTA.

For as long as you can remember, you have played the role of student in the classroom. Now, as a UTA, you will become a teacher and a provider of knowledge to eager minds. This handbook is intended to help you transition into teaching by providing you with helpful hints, useful contacts, and a general discussion of teaching and learning. Take the time to read this handbook thoroughly. Hopefully, it will help make your experience as a UTA mutually beneficial and enjoyable for you and your students.



Serving as a UTA: The First Step

As a UTA, your first step should be to discuss the following questions with the instructor of your course:

- What responsibilities do UTAs for that particular course have? How much individual freedom is appropriate to fulfill those responsibilities?
- What are the course goals and grading criteria? What is the best way to standardize them across sections or courses?
- How much time is required for office hours, grading, and meetings? How will these responsibilities be scheduled?
- What kinds of problems does the instructor anticipate, if any? How might those problems best be solved?
- If the course for which you are a UTA is being taught remotely, what are your instructor's expectations of your role? For instance, will you need to attend all of the classes, and monitor the Zoom chat?

You may also need to clarify other details, such as enrollment procedures, course material selection and availability, or the location of UTA offices. It is important to make sure everyone has a full understanding of how the course is supposed to operate. You will be best prepared to answer student questions and help troubleshoot problems if you have a good working knowledge of the course and a productive relationship with the course instructor.

UTAs' Instructional Roles

While individual departments at CWRU set their own job responsibilities and standards for graduate teaching assistants (GTAs), UTA instructional responsibilities typically fall into four categories:

Graders

Graders work closely with a professor, either individually or with other graders, to evaluate homework, quizzes, and examinations. Although formal, structured contact with students may be minimal, graders meet informally with students who may have questions about grades. Maintaining consistent grading procedures within the course is imperative. As grading moves to Canvas (or another online platform), graders will need to learn how to use digital tools to perform their tasks.

Lab Assistants

Lab assistants are responsible for setting up and running laboratory sessions. They must have the knowledge and skills to run demonstrations that explain procedures in clear and thorough terms: students must be able to understand the task and also repeat it. Because they need to circulate through the lab to answer questions and determine whether students understand the experiments, lab assistants must also be sensitive to students' needs.

Recitation Leaders

Recitation leaders facilitate class sessions that provide opportunities for students to ask questions about lectures and homework or to review for tests. Recitation leaders may prepare lesson plans for these sessions, but usually, the discussion centers on student-generated questions. As a result, these UTAs must be ready for any questions, particularly ones dealing with material the students have difficulty understanding. Given that many recitations may need to be facilitated in an online environment, it will be important for UTAs to learn how to use platforms such as Zoom with some degree of confidence.

Departmental Tutors

Departmental tutors generally work with students on a one-to-one basis. During regular office hours and extra help sessions, these UTAs are sought for their expertise in the subject matter. Their true value, however, lies in encouraging students to explore approaches to solving problems, rather than answering questions directly. As with the other areas of responsibility mentioned here, it will be important for tutors to be able to navigate Zoom with ease in order to facilitate effective one-on-one sessions with students.

Laboratory Sessions

Student laboratory sessions are important settings for hands-on learning. This classroom environment provides a place for students to apply broad principles to specific processes and inquiries. Introductory labs will require students to learn basic procedures and fundamental experiments. More advanced labs will give them the opportunity to investigate important questions and test their hypotheses.

As a laboratory teaching assistant, you are an important part of this learning process. You are the one who helps students to master specific techniques and carry an investigation to its conclusion. You also make sure safety procedures are understood and observed and that all materials necessary to the lab are available. You may even help students as they learn important concepts through the practical application of what they have learned in lecture.

In a remote teaching environment, laboratory sessions remain important but may take a slightly different format. For instance, instead of actually conducting the experiment themselves, students may be required to view those experiments online instead, and to write up a lab report from this viewing experience. Regardless of the mode in which students engage in the laboratory, it is important that students' learning remains the priority.

The following suggestions may help you as you plan your laboratory teaching:

- **Know the experiment before the lab session**, including the theoretical basis and historical background. If you haven't carried out this particular experiment before, watch examples of it being conducted online and/or practice it yourself to gain greater familiarity. Learn the possible pitfalls and dangers of the experiment. You should also be able to recognize the most common errors students are likely to make and plan strategies to help them get back on track.
- **Match capable students with those who are struggling**. Peers can often explain problems in ways their classmates can better understand. Peers can effectively help you teach the rest of the class.
- **Interact with everyone in the room during the lab period**. Not all students who are struggling will ask for help or even realize they're having trouble. Make sure you visit all stations and give everyone equal opportunities for help. As you interact with students, check on the quality of their written work, drawings, and techniques of data collection. Make suggestions for improvements before the work is submitted for grading.

- **Lead students to answers rather than telling them answers.** Guide them along with questions that force them to do the steps, such as “and that means?” or “and why do we know that?” Demonstrate techniques or practices, and then require that students complete the task themselves to arrive at an answer.
- **Make sure students share work equally with their partners.** Some students will be willing to shoulder extra work, feeling that if they do it themselves, they can be sure it is done right. However, they should be reminded that the other students are responsible for working and learning as well.
- **Keep the session running on time and the lab and its equipment organized.** Make note of the condition and quantity of equipment and supplies before and after class so you can replenish or repair items well in advance of the next session.
- **Help the students stay organized.** Occasionally remind them of how much time is left and what aspects of the assignment they absolutely must complete. Make sure they follow all established safety guidelines and rules for cleanup.
- **From the first class, make your expectations clear.** Explain what kind of work receives an “A” instead of a “B” in the lab. Students will be more focused and less stressed if they know exactly what is expected of them.
- **Arrive at the lab early, and start class on time.** Arriving early gives you the opportunity to do any last-minute setup or housekeeping before the lab begins. Starting on time reinforces the idea that students should arrive on time as well.

Recitation Sessions

Recitation sessions are supplemental lessons for students meant to cover difficult and confusing material. As a recitation leader, your job is to clarify questions students may have about lecture content, homework material, and/or material in the book. At times, the recitation leader may also introduce new topics or examples that are relevant to the week's lessons. Some courses also administer quizzes during recitations to ensure that students are keeping up with the material. If you are facilitating a remote recitation, your job as a leader stays the same; it is just the platform that will change.

Below are several guidelines that will make your experience as a recitation leader more rewarding for both yourself and your students.

- **Know exactly what is being taught in the main class and, if possible, attend many of these classes on your own.** By attending the class, you will understand exactly what may be going through your students' minds, including what parts of the material seem difficult or confusing. If you know what your students find challenging, you can be better prepared to answer their questions.
- **If you know or anticipate students' questions, find visual models that may make the concepts clearer to them.** If the questions are math-based, print out notes that show the derivation of the equation or examples of how to use the equation. Alternatively, this would be a great opportunity for a discussion (either face-to-face or online, whichever is more appropriate).
- **Ask your students what they want to review.** It is important to engage them in an open discussion of the material. Students learn more when they interact, as opposed to when they just listen to others.
- **If students are not coming in with enough questions, create a lesson plan that reviews the material of the past week.** In the lesson plan, include common questions that students may have.
- **If quizzes are administered in your recitation, make sure your students know exactly what it takes to receive full credit for a question** (i.e. draw sketches, show equations, at least 3 sentences, etc.). If your grading policies are clear from the beginning, fewer students will ask questions about their grades.

- **Make yourself available to students outside of class.** Create office hours or a general study session time (at the library or online), and invite students to meet with you and bring individual questions.
- **Show enthusiasm.** Your energy will spread to the students, leading them to be more involved. As a UTA, you chose to be here; let your passion for teaching show during your recitation.
- **Establish classroom policies (late work, attendance, etc.) on the first day of class.** Clear policies help to avoid future problems with students. Remind students of these policies throughout the semester, and alert them if policies change.
- **Encourage students who are struggling.** Struggling students may need some positive reinforcement. For example, if a student gets stuck while trying to solve a physics problem, compliment the student on what has been accomplished up to that point. Then, reassure the student that he or she is capable of figuring out the rest of the problem.
- **Encourage respectful attitudes in the classroom.** Disrespectful students can create an uncomfortable atmosphere for you and the other students in your recitation session. During your first class, agree on ground rules with the students for acceptable and unacceptable behavior, as well as consequences for the latter. Remind students of these ground rules from time to time.
- **Arrive early, and start class on time.** Arriving early gives you the chance to arrange your classroom, organize handouts, set up PowerPoint presentations (if applicable), and complete any other needed preparations. Starting on time reinforces the idea that students should arrive punctually. In the remote environment, being early gives you time to troubleshoot any technological glitches.
- **Greet students at the door or as they enter the online space.** Doing so immediately establishes a welcoming atmosphere for your recitation session.

Leading Academic Discussions

An important skill that recitation leaders need to have is the ability to lead an academic discussion. Here are some tips to help you lead discussions in your recitation.

- **Make eye contact with individual students when they are speaking or when you pose direct questions to them.** Doing so demonstrates that you are an attentive listener and also that you are invested in engaging with your students.
- **Share personal learning experiences.** By sharing experiences that you have had, either in this class specifically or in your college career in general, you enable your students to get to know you better.
- **Listen carefully to what students say, respond with more questions, and force them to think even more critically.** Listening and responding with additional questions encourages an ongoing and productive dialogue about the material you are covering.
- **When asking a general question in a classroom, walk towards more reticent students and try to involve them in the discussion.** Walking around the classroom shows that you are interested in hearing responses from all of your students, including those who are quiet. In the remote environment, you could ask students to type their questions or responses into the chat room, pin a particular student's video to highlight the person speaking, or add students' thoughts to a shared Google Doc.

Grading as a TA

Determining Grading Criteria: CWRU's Grade Policy

A full explanation of CWRU's grade policy is given in the General Bulletin:

<https://case.edu/bulletin/>.

It should be noted here, however, that the following definitions are given to letter grades A-F:

A = Excellent

B = Good

C = Fair

D = Passing

F = Failure

Other grades indicating incompleteness, repeats, or exercise of the pass/no pass option are available, but you will most often be working with the five grades listed above.

Does your department have a specific standard? If your department has a grading rubric for your course or for all courses in your subject, find it and familiarize yourself with it. Ask the course instructor to clarify any parts you find ambiguous.

Grading Methods

STANDARDS OF COMPARISON

All grading requires comparison of some kind. The two main kinds are comparison with fellow students (also known as grading on a curve) and comparison with set standards. Both styles of comparison are explained below.

- **Comparison with fellow students' performance**

This method assigns grades along a spectrum determined by the performance of a relevant group of students. Cutoff points for letter grades are not determined by absolute criteria but by a reasonable distribution within the class. Possible comparison groups are all students taking a particular course one semester, or all students who have ever taken this particular course from this instructor. The purpose of this method is to foster some competition among students: the method rewards students whose performance is outstanding compared to that of their peers. However, grade standards can rise or fall

with the aptitude or ineptitude of a given class as the distribution is spread among higher or lower objective scores.

- **Comparison with set standards**

The purpose of this method is to measure students' performance against objective criteria. There are no quotas in each grade category, since theoretically, all students could earn an A or could fail, according to the criteria. Thus, standards of performance remain uniform from class to class unless the criteria themselves are revised, and grades reflect students' objectively-measured achievement of course goals rather than their performance relative to fellow students. This method de-emphasizes student competition and focuses instead on the material or skills to be learned.

Each method reflects a certain philosophy about grading, and it will be up to you, in conjunction with your department, to decide which philosophy is most appropriate for your course. Whichever you choose, apply it to the course as a whole, and do not mix methods. At the start of the semester, be sure to clarify to students how their grade will be determined. It wouldn't hurt to provide reminders throughout the semester, too.

PROVIDING HELPFUL FEEDBACK

- **When students receive graded work, they should be given written information about their performance.** It is frustrating to receive a paper with just a letter grade of "C." With multiple-choice tests, it's fairly easy to indicate which answers were correct and which were missed, but work requiring problem solving, writing, or performance of routines should be returned with a grade and some constructive commentary about the work.
- **Keep comments constructive.** Point out what you like as well as what is flawed; explain where problems lie and point to solutions rather than just noting errors. For papers or pieces longer than a page or two, offer summative general remarks, and begin them on a positive note.
- **Make sure your remarks are tactful so you don't risk hurting the student's feelings when pointing out problems.** While comments should be sufficient to explain the grade given, they shouldn't be excessive. Too many comments in the margin typically overwhelm and frustrate students. Interject frequent but succinct notes to indicate both strengths and weaknesses.

- **If the work is riddled with errors or the whole class makes similar mistakes, draw up a solution key, or a “general feedback” sheet**, in which the key mistakes are listed and accurate responses are noted. Alternatively, you could dedicate time in a class session to discussing the general feedback, and therefore avoid writing the same corrections on dozens of pages.
- **If one student has particular problems, arrange a meeting** to go over the work and to point out appropriate resources. For instance, you might suggest a student utilize the Writing Resource Center (<https://writingcenter.case.edu>) or the tutoring programs offered by the Student Success Initiative (<https://case.edu/studentsuccess/academic-resources/peer-tutoring>).

SITTING DOWN TO GRADE

Allow a reasonable amount of time to grade, and be realistic about what you can do. Allow for undistracted time and necessary rest breaks as you would for any other important task. If you grade as a group and need to hold a marathon session, build in breaks, snacks, and anything else needed to keep the mood light and your performance good.

When you first start grading, make comments, but record tentative grades on a separate sheet of paper. When you're done, review assignments to make sure your grading has remained consistent. Was that early “B” really comparable to the “B” you awarded right at the end? If you have doubts about a paper or exam and you can't settle them quickly, set the piece aside and come back to it. A fresh perspective may help you see the problem, or you may realize that you need the advice of a fellow TA or professor on a question of procedure or academic honesty.

AVOIDING BIAS

Bias can creep into your grading when you inadvertently weigh what you know about the student as an individual into your evaluation of a paper or examination. Certain kinds of discrimination, such as discrimination on the basis of race, religion, age, sex, color, disability, sexual orientation, and national or ethnic origin, are a violation of CWRU's anti-discrimination policy and may be a violation of state or federal laws. Other biases can arise from simple personality affinities or conflicts, your personal frustration with a student's attitude expressed in class, or your desire to encourage a student who's struggling with the material.

If you're worried about subjectivity, separate the students' names from their assignments when grading. If you can't manage to disguise the student's identity from yourself, ask a colleague who doesn't know the student to read the work anonymously and assess the accuracy of your grade. Remind yourself that the students you don't like can still earn an "A," and students of whom you're fond can still do poorly. It's your job to evaluate the work, not the person.

SECTION AND CROSS-SECTION GRADING

Grading in a course with many sections poses special problems. Each instructor and grader must agree upon uniform criteria and methods for grading large numbers of students working with different instructors, and they also must ensure students perceive that uniformity. Before the course begins, all instructors, graders, TAs, and other relevant personnel should meet to establish standards and practices. Will the class be graded on a curve or according to set criteria? Does everyone agree on the criteria? Some groups conduct grading workshops, in which copies of papers are read and graded by everyone. Some departments grade multi-section exams by dividing the work among graders by question: one person grades all of question 1, another grades all of question 2, and so on

If the course is team-taught or has just one or two TAs, you may choose to divide work up equally and grade it, and then trade it for review.

Once grading is completed, present the results to students as a unified team. The professor should never belittle the TA's effort, and TAs should never denigrate the professor's work. If students sense division, they may exploit it; certainly, they will have less confidence in your ability to conduct the class together.

DEFENDING / JUSTIFYING A GRADE

Despite all your careful planning and checking, there may come a time when a student challenges the grade you've assigned or at least asks for a fuller explanation than you have provided. First, don't panic. This isn't necessarily an indictment of your grading policy or practice, or a sign that your students are about to rise up in revolt. **There are three distinct possibilities** for what is going on, and you will need to determine as calmly and fairly as you can which applies.

1. **You've made a mistake in grading.** Graders and instructors are human and therefore capable of misreading an answer or being too rushed or too tired to think properly at the

end of a long grading session. Mistakes do happen, and when they do, you should acknowledge and correct them.

2. **The student has misunderstood your comments or criteria, or didn't understand the assignment fully.** This situation can generally be resolved by meeting with the student and going through the exam or paper item by item. Discuss problems and strengths until a mutual understanding is reached.
3. **The student understands why you graded as you did but disagrees with your criteria or procedure.** This disagreement can range in degree from minor to extensive. A minor disagreement might occur when a student feels that a particular question or assignment should be weighted differently. A more complex situation may arise when a student disagrees with the fundamental grading philosophy for the course. If you meet with the student but can't reach a mutually satisfactory arrangement, refer the student to the faculty member in charge of the course. Encourage the student to go as far up the chain of command as it takes to resolve the issue.

You should keep the following principles in mind when reviewing grades:

- **You don't have to give an immediate answer.** If students approach you at the end of class on the day you've returned assignments, don't feel you have to resolve all appeals before you leave the classroom. Encourage students to come to your office hours (either face-to-face or online) or arrange a meeting with you. Ask them to let you take the paper and review it before you meet. After all, you don't want to give it a cursory assessment.
- **You can review the whole assignment, not just the question or section that sparked student dissatisfaction.** Many departments announce that when a grade is questioned, the whole exam or paper will be reviewed, and scores may go down as well as up.
- **If you can defend and explain the grade, stand firm.** While you don't want to be so rigid that you cling to mistakes that you made, you also don't want the word to spread that you can be argued into improving a grade. Explain as fully as you can what the grade was based upon and why you feel your assessment is correct. If you have doubts about grading a particular exam or paper, consult with a colleague or supervisor, and provide a copy of the item in question with the student's name removed to preserve confidentiality.

Top 10 Tips for Grading

- 1) Suggest to your instructor that a **common answer key** be created for each homework assignment and quiz. If you are grading written assignments, such as lab reports, a rubric could be created for each assignment. This allows for consistency in grading among all graders. It also allows teachers to emphasize key points that should be included in the answer/solution.
- 2) Create a **unified system of grading** in which partial credit is awarded in a systematic process by all graders for the course. (For example, a 1-point deduction for missing units, 7-point deduction for failure to show all work, and 10-point deduction for copying an answer from the back of the book.)
- 3) Check **grade averages** from various sections, if applicable, to assure that classes have relatively similar grades. If not, consider having graders rotate sections on a per-assignment (test/quiz/homework) basis.
- 4) Develop an **accurate and efficient system** that meets your budgeted time limit. While professionals recommend grading 1 problem at a time, you may feel that this takes far too much time. You may want to look over one person's entire paper at a time (using a standardized system of awarding partial credit or full credit). If you use the latter approach, look over the first and last several papers after you finish to ensure grading consistency.
- 5) Grade all papers in a **timely fashion**. Don't allow too much time to pass between grading the first paper and the last paper. However, if you have a lot of papers to grade, do not overwhelm yourself in one sitting. You will become anxious and exhausted, thus causing you to change your grading style. For example, you may award more or less partial credit.
- 6) If a student fails to complete a problem, make sure to mark a **clear notation** on the paper. Unfortunately, a student may claim to the teacher that the grader simply didn't "see" their work, when in fact, the student added the work after the assignment had already been graded.
- 7) If a student's answer/solution is completely wrong, it's generally not a good idea to write in the entire solution for them. Provide some **hints or key concepts** as a way of approaching the problem. Doing so will facilitate a learning experience for the student.
- 8) If a student loses partial or full credit, provide a **clear explanation of point deductions**. This feedback provides a good learning opportunity for the student.
- 9) **Do not look at the student's name** as you grade each assignment or check the student's scores on previous assignments. Doing so may impact your grading style. If possible, consider asking the instructor to use an alternative identification system.
- 10) Consider grading papers in a comfortable room with plenty of table space to spread out. Such an environment allows for a more **pleasant grading experience**. Enjoy your job!

Active Learning Methods

While all learning requires an active intellect and level of interest, active learning methods are those that encourage students to take part in verbal or even physical actions and to engage in activities that help them approach the information differently. Laboratory work is one sort of active learning; the others listed below can be incorporated into your overall course plan.

Small groups

One way to engage your students in the material is to divide the class into small groups to work on tasks. Some small groups may be short-term or only work together for a class period. For instance, groups of four or five students could solve a problem and report back to the class, or they could review each other's essays and make comments. Small groups may also work on long-term projects. For instance, groups of two or three students could work together during class and also outside of class to conduct research, plan a presentation, or write a report. By working together, students use and apply the course information, as opposed to just passively taking notes in class.

Small groups require planning. You must make sure students understand the purpose of dividing into groups. Take the time to explain very clearly what you expect them to do and how you expect them to do it, as well as why working in a group is more useful than working individually. If groups are working on a long-term project, you can require them to report back periodically during the project to keep you informed of their progress and to help resolve any problems with the task or with group interaction.

If you are working with small groups, familiarize yourself with the technology being used (such as Zoom) in the online environment, as well as with how to create and manage breakout groups. [U]Tech has a user-friendly site to help guide you: <https://case.edu/utech/help/knowledge-base/zoom/zoom-teaching>.

Peer teaching

Peer teaching is based on the idea that teaching can be an effective learning strategy. Thus, if you structure activities that require students to teach material to their fellow students, they will learn it better themselves.

Case studies¹

Case studies are appropriate for learning information analysis, decision-making, and problem solving. The method, made famous by the Harvard Business School, requires the development of a set of cases that reflect problems or issues in the course material. For example, in an anthropology course, a case might describe the artifacts discovered in a real or hypothetical excavation. The students would be expected to infer information about the life and culture of the people who lived at the site based on knowledge and techniques they had learned in other parts of the course. Depending on the nature of the material and the sophistication of the students, cases can be quite lengthy and complex. Classes can be divided into small groups to work on the case, and the teacher may circulate among them to facilitate the process. Online, the TA can join and leave breakout rooms fairly smoothly. Over the semester, cases can be made more complex and challenging as students become more knowledgeable.

The development of case studies for an entire course requires research into the method to master its subtleties. Cases must provide enough information to elicit analytical thought but not so much that solutions are obvious. The process of developing effective case studies can be very time-consuming, but once the cases are written, they may only need a few revisions to run successfully semester after semester. Remember that students need to master a common knowledge base before they will be ready to tackle a case study, and they need to understand the steps in the analytical process they will use. Finally, managing the discussion of case studies requires techniques that differ from generalized discussion methods, and it would be helpful to observe a teacher experienced in the method before trying it yourself.

Simulations and games²

Simulations provide students with decision-making practice. Since simulations are based on real-life situations, they present students with choices and constraints that reflect real-world problems. For example, a political science class might simulate a city council meeting to decide on the location of a halfway house for juvenile offenders. Students are given particular roles to play: members of the police department, representatives of neighborhood associations, social workers trying to reintegrate juvenile offenders into society, and others with conflicting concerns. The task facing the class is to come to agreement about the placement of the halfway house. The instructional objectives are to practice negotiation skills, problem solving, and techniques for reaching compromise.

Games and simulations are closely related. For our purposes, games will be defined as activities in which there are winners and losers; definite sets of rules for “moves”; and often, required use

¹ Adapted from *Teaching at Carolina*

² Adapted from *Teaching at Case Western Reserve*

of props or other paraphernalia. Although it is possible to devise games yourself, many instructional games and simulations have been published by organizations involved in education and training. For more information about instructional games, visit the UCITE website (<http://www.case.edu/ucite/>).

Thought papers

These are short, ungraded writing tasks that require students to think carefully about the material. They are particularly good for supplementing large lecture-oriented courses in which it's difficult or impossible to get the whole class to participate in discussion. You can write a question on the board at the beginning of class and give students five minutes at the end to write about it. You can also announce a question at the end of class and ask students to bring a one-page response to the next class. If you are using an online platform, you could ask your students to comment in the chat room, add ideas using the "Annotate" feature, or contribute to a shared Google Doc.

Debates

Debates are useful for approaching situations in which there are different plausible solutions to a problem. Students are put into teams, and each team chooses to argue for or against a given proposition. Students must then prepare effective arguments to make a case for their own side and anticipate counter-arguments from their opponents. The class as a whole can vote for the side that was most persuasive, but it may be especially valuable to point out that there isn't necessarily a right or wrong side to the argument. Debating requires oral communication skills, which may need to be taught, particularly in introductory classes.

Debates can also be used online, but the activity will require a bit more preparation on your part. For instance, when you assign teams, you will need to consider your students' time zones and put students in similar time zones in one group. You will also need to set clear ground rules for debate participation, such as requiring that everyone but the speaker stay muted. It may also be helpful to encourage students to leave their video on, so that they can see each other as they debate.

Demonstrations or presentations

When students deliver an informational speech or demonstrate a procedure in front of the class, they learn not only the subject of their talk but also the skills required to make such a presentation. This process is excellent preparation for students' future professional careers, which may require presentations in departmental meetings, company meetings, or public venues. Class presentations can also give students the opportunity to study a wide range of specific topics related to the central course theme. You may need to teach oral communication skills, such as

preparing a talk that stays within a predetermined time limit, and also arrange practice sessions leading up to the main presentation. Teaching oral communication skills is also important to help students deliver effective online presentations. Students may need guidance on how the technology works (for instance, how to create voiceover slides).

Working at the board

In classes for which problem solving is a key component, students may be required to work assigned problems at the board. The teacher or student then reviews each problem as a whole, pointing out strengths as well as errors at every step and asking the class to explain the consequences of each step. Working problems in front of the class complements a lecture that explains the principles of the solution. By actually walking through the process during class, students encounter difficulties and ask for help in an immediate, dynamic way that contrasts with their experience of completing homework on their own. A variation of the classroom blackboards and white boards can be found in digital learning environments. For instance, Zoom has a whiteboard and “Annotate” function, which are both relatively user-friendly.

Writing and writing-intensive projects, inside and outside of class

Even if your class is not specifically a writing class, you can use written assignments to prompt students to think critically about the subject. One of the true tests of a student’s understanding is whether the student can explain the subject in his or her own words. Writing is the primary way you can solicit that kind of explanation from more than just a select few students in the class. Within the class session, you can invite students to write individually or in collaborative groups about one of the day’s topics. Outside of class time, you can ask students to write essays and research reports that require them to use the material learned in your course. Since writing skills are important in most disciplines, you can take the opportunity to teach students the conventions of writing in your field.

Student Interaction

Schedule office hours.

Schedule office hours to meet with your students. Office hours can occur either at established recurring hours or by appointment. If you are using Zoom or any other online conferencing software, don't forget to post all the necessary details, including the password, for students to access the meeting. You could also offer troubleshooting tips in advance, such as encouraging students to check their browser before logging on (some browsers do not adequately support video conferencing).

Be alert to patterns of discussion or interaction that reflect bias.

Take steps to correct biased patterns. For example, you may notice that a male student ignores a female student's remark but responds affirmatively to a male student's similar comment. Or you may notice that some students are more readily interrupted than others in class discussion. If these things happen, return discussion to the comment that was overlooked, or insist that everyone listen without interruption. Point out these patterns and discuss them with students in a non-hostile manner outside of class.

Be aware that people have different preferred conversational styles.

These styles often (though not always) correspond with gender or ethnic status. For example, some studies show that men tend to prefer adversarial, competitive discussions while women tend to prefer collaborative, friendly discussions. Some students may feel a cultural or social pressure to remain quiet in class or to limit their participation so that they don't take up more than their perceived fair share of class time and attention. Vary your classroom approaches to accommodate all of these needs. For example, hold a brainstorming session one day to encourage contribution without judging, while structuring a competitive debate on another day. You could also alternate between whole-class and small-group discussions, an approach that may encourage quieter individuals to speak up.

Make small groups diverse.

Assign individuals into groups that allow a mix of personalities and conversational styles, instead of just letting students gather with their immediate neighbors. Allow everyone the chance to work with people with whom they may not usually interact. If you have a cluster of confident, talkative students, divide them up among the groups and encourage them to help draw out more reticent students.

Be respectful of non-traditional students.

It is increasingly common for adults to return to college during or after a lengthy career to pursue the studies they always wanted or to prepare themselves for career changes or promotions. Some will be very confident because of their maturity and experience, while others will be intimidated by the youthful college environment. Non-traditional students can be an asset to class discussion because of their experience and judgment, but resist the urge to converse mostly with them in class while less experienced students are left observing. Maintain fair standards of participation and achievement for everyone.

Do not tolerate biased or derogatory comments in the classroom.

If students make any such comments, quickly point out that such remarks are inappropriate; suggest alternative ways to approach the subject, if possible. If you simply ignore such remarks, students will think you find them acceptable. The Office of Multicultural Affairs, the LGBT Office, Disability Resources, and International Student Services all have consultants who can help you determine best strategies for working with your class or lab.

Ethics and the Academic Community

The following Case Western Reserve University statement of the ethical standards is taken from the policies of the Academic Integrity Board.

(<http://bulletin.case.edu/undergraduatestudies/academicintegrity>)

Universities seek to preserve, disseminate and advance knowledge. At Case, as elsewhere, we recognize that to fulfill these purposes requires a norm of expected conduct shared by all in the University community, governed by truthfulness, openness to new ideas, and consideration for the individual rights of others, including the right to hold and express opinions different from our own.

The University's mission rests on the premise of intellectual honesty: in the classroom, the laboratory, the office, and the solitary examination desk. Without a prevailing ethic of honor and integrity not only in scientific pursuits but also in all scholarly activity, the very search for knowledge is impaired. In these respects, each of us—especially but not exclusively faculty—must regard oneself as a mentor for others.

These principles we strive to uphold make it possible for the larger society to place trust in the degrees we confer, the research we produce, the scholarship we represent and disseminate, and the critical assessments we make of the performance of students and faculty, as well as judgments of staff and administrators.

To safeguard the standards on which we all depend, each of us must therefore accept individual responsibility for our behavior and our work, and refrain from taking credit for the work of others.

The culture of a university also requires that the rights of all be protected, particularly by those entrusted with authority for judgment of the work of others.

The University being a human community is subject to human failings, ambiguities and errors. It is therefore the responsibility of the bodies regulating the affairs of faculty, students, and staff to maintain processes for judging and resolving instances where these principles may have been violated. However, all such systems depend for their effectiveness, in turn, on the acceptance of common norms of contact—the ties of trust which bind the university community together.

The above statement represents a positive approach to the question of academic honesty (and, by implication, academic dishonesty). Rather than espouse a philosophy that views cheating as inevitable, with policing and punishment its only treatments, the university has chosen to set

forth a philosophy of honesty, integrity, and trust. This attitude should govern your approach to academic honesty in the classroom. Certainly, over the course of your teaching career, you will encounter students who work dishonestly and who try to get away with as much as they can without getting caught. Much more often, you will have the opportunity to demonstrate by example an ethical pursuit of knowledge. Announce and enforce positive expectations of honesty, and you will inspire students' attitudes as well as their conduct.

However, this does not mean you should be unaware of the ways in which academic dishonesty can arise in the classroom or unprepared to deal with cases of cheating. The following sections outline different kinds of academic dishonesty and provide some ideas about how to understand, prevent, and deal with them effectively.

Academic Dishonesty and How to Prevent It

All kinds of deliberate academic dishonesty share one basic motivation. The student wants to get a good grade and has determined that there is an easier way than applying individual effort and earning it. Some students may have simply decided to take the easy route; others may be very driven to succeed but afraid they won't be able to earn a high grade no matter how hard they try. We all experience the temptation to take shortcuts or the fear that our work won't be satisfactory; but whatever any student's particular motivation may be, it's clear that he or she has lost sight of the true purpose of an education and has decided that claiming credentials is more important than mastering the knowledge those credentials are expected to certify.

There are also students who inadvertently commit acts that may be perceived as cheating. This can happen when the expectations for an assignment are not made clear, or the student has failed to comprehend them. For example, a student may ask a friend whose programming skills are better to help improve a computer program, when the goal of the assignment is for the student to work without assistance. The professor might think the student has "cheated" by violating the spirit of the assignment, when the student thinks he or she has consulted with a tutor. Thus, you should explain your expectations clearly, including how much collaboration is permissible or which devices (such as calculators or spreadsheets) are to be used in the completion of an assignment. Encourage students to ask any questions that they might have about the assignment requirements in advance of the submission date.

One of the first things you can do to discourage academic dishonesty is to get to know your students as individuals and build rapport with them. If students regard the class as an academic community in which everyone has mutual expectations of ethical behavior, a climate of trust will be encouraged, and students will be less likely to violate that trust. Also, the better you know your students and the work they are capable of producing, the more readily you will be able to identify anomalous exams or papers that may be a sign of cheating.

Plagiarism

Plagiarism occurs when a writer presents the work of someone else as their own. Examples of plagiarism can range from sloppy citation practices that obscure the line between a student's own ideas and those borrowed from others, to careless assumptions about what is and isn't common knowledge. In extreme cases, students submit borrowed, stolen, or purchased papers written by someone else. The internet provides many opportunities to plagiarize; cutting and pasting without citation from internet sources and downloading complete papers from sites like "schoolsucks.com" is becoming increasingly common. Students (and some faculty) may also be

unaware that submitting the same paper for two or more courses without consultation with the instructors and without substantial revision also constitutes plagiarism.

Students may be tempted to plagiarize when working on an assignment that challenges their knowledge of the subject. When they find research sources, they may perceive that the writing is graceful and the ideas are interesting; as a result, they may feel they cannot improve upon the writing at all by paraphrasing or summarizing the source material in their own words. To help prevent such a scenario, remind your students that finding the information is only part of the effort of the writing assignment; the work is not complete until a student has understood and built upon that information. To demonstrate such comprehension and development, each student must put the concepts into his or her own words and proceed to draw inferences and conclusions. Make sure your assignments require both components.

- **To prevent plagiarism, when you assign written work, clarify what standards of attribution students must use.** Point students to a citation style guide if possible, and provide examples of acceptable and unacceptable use of sources. Make research writing a process that requires intermittent submissions of work (such as thesis statement, bibliography, first draft) for review and comment. Or, design assignments that rely on the student's own ideas and knowledge rather than on research; such projects are typically more difficult to plagiarize. Be aware, too, of common sources for previously written papers. These include professional literature in your discipline (from which students may copy, unaware you have read them), national firms that advertise in magazines and via flyers on campus, student stockpiles of "paper files," and numerous websites. Familiarize yourself with these sources and let your students know you are aware of them. (Many faculty members Google phrases or paragraphs from students' papers to check for unattributed ideas or sources.)
- Be careful with the graded work you return. **Do not leave graded examinations or papers in the hallway outside your office door; it's a violation of student privacy as well as an invitation to theft and reuse.** Keep copies of student papers in a safe place so that you can consult them if a subsequent paper sounds disturbingly familiar. If you periodically clear old work out of your files, make sure you dispose of it safely by destroying it or removing it from campus rather than tossing it intact into recycling bins in the hallway.

Cheating on exams

In exam rooms, students may cheat using the simple expedient of glancing at a fellow student's paper. Other forms of exam cheating may include hiding slips of paper with answers or formulae in clothing or hats, using calculators in violation of the exam's policies, exchanging text messages on cell phones, or obtaining an exam's answers beforehand and memorizing them to fill in on the paper. Students who do poorly on exams may also attempt to alter their papers, then bring them back to the professor or TA claiming an error in grading.

- **To prevent cheating, arrange examination seating so students cannot easily see one another's papers or pass information around.** Ask students to keep all extraneous materials at the back of the room or at the ends of each aisle. If you must seat students close together, design several examination sheets and distribute them randomly. Be absolutely clear what materials students are permitted to use during the exam, such as calculators or textbooks. It is strongly recommended that you require students to turn off their phones and keep them away. Remain in the room the whole time, walking up and down the aisles if the room is too large for you to see easily what students are doing. (This is a good idea anyway; students may have valid questions during the test and you should be available to answer them.)

In the online environment, this process is somewhat more complex. CWRU uses Honorlock and the Respondus Lockdown Browser as proctoring tools for assessment tasks such as remote exams. However, remember that it is the *instructor's* responsibility to select the assessment tasks and tools for the class. It is *your* responsibility to bring any student access challenges to the instructor's attention as soon as possible.

- **If you are the course instructor, avoid using the same exam term after term;** it's too easy for students to share past tests. Instead, design new exams frequently. Keep copies of your exams safe so that students won't have access to them beforehand; don't leave them out on your desk or put drafts in recycling bins, as students who visit your office may come across them. If practical, make copies of graded exams and keep them in a safe place so you can reference them if you suspect a student has altered a graded and returned exam sheet.

Falsifying data or results

Laboratory or other research work may be falsified by students who, frustrated with their inability to get the desired results, fill in idealized numbers or made-up data instead of recording what actually took place.

- **To prevent falsification of data, consider requiring students to sign a pledge affirming that all work is their own.** Many departments include such pledges as part of their assignments; they can discourage cheating by making students aware of the ethical norms of your discipline and raising their consciousness of their own actions. Also, many students think twice about cheating if they realize they will be signing their names to a statement of integrity.
- **Grading policy also strongly influences the students' perception of what is valued in the laboratory experience.** If the *right answer* is all that earns credit, students will be tempted to *cook* (or falsify) data to produce that answer. Labs that allow students to make mistakes, learn from those mistakes, and earn credit for the mastery of that lab are much less prone to data falsification. Lab assistants can also prevent falsification by paying careful attention to what everyone in the lab is doing and attending to any problems students have in their research.

Collaboration on work that is supposed to be individual

Most graded assignments at the university rely on individual effort, but many courses rely wholly or partly on student group work in laboratories, writing projects, classroom exercises, or discussions. Students may take advantage of study or lab partners to avoid doing work themselves. They may also accidentally go too far in their group work without intending any dishonesty.

- **To prevent collaboration from becoming dishonest, clearly explain your standards for individual and group conduct.** Encourage collaborative work as much as possible to promote dynamic learning, but specify which subjects or tasks may be managed in groups and which must result from individual effort. For example, you should indicate clearly whether laboratory groups are to write a single research report or whether each member of the group must complete an individual write-up. For group projects, you should also clarify what roles each member of the group is expected to perform, and make sure those roles are defined as equitably as possible.

Misrepresentation and obstruction

At times, students may believe that they are not adequately prepared to take an exam or turn in a paper. Claiming, “my grandmother died” is often the recourse to get more time to study for that test or to complete that paper. Falsely playing on an instructor’s sympathy to gain an academic advantage is deceitful. It is also a violation of the university’s academic integrity policy. There are two ways to prevent misrepresentation in your class. For papers, you might define a submission “period” rather than a specific day. Giving the students a range of days or a particular

week to hand in their papers allows students to make better planning decisions and preempts the temptation to lie about a circumstance when a paper remains unfinished at the due date. Also, you are perfectly free to require documentation of circumstances that allegedly interfered with the student's ability to complete an exam or submit a paper.

“Obstruction,” or the deliberate act of interfering with another student’s ability to conduct scholarly endeavors (stealing the notebook, disabling the computer program), is also a violation of academic integrity. Make sure that your students are aware of the four types of academic misconduct: plagiarism, cheating, misrepresentation, and obstruction, defined in greater detail on page 32.

Computer and network ethics issues

Computer networking and software can offer opportunities for violating norms of honesty, whether purposefully or inadvertently. Students may gather information without realizing copyright or citation rules apply. Email lists and networked discussion forums frequently feature material reprinted without the creator's permission, often because of a common misperception that “if it is on the Internet, it must be free to all takers.” In addition, software piracy becomes easy when students have access to a networked software library but do not take the time to familiarize themselves with the rules for its use.

Encourage your students to respect property rights for electronic media as they would for printed media. Direct them to the university's computing and network ethics policy, which can be found in [U]Tech resources (<https://case.edu/utech/departments/information-security/policies/i-1-acceptable-use-information-technology-policy-aup>).

If you are encouraging students to conduct Internet research, draw their attention to copyright notices, and teach them how to cite material drawn from websites, email messages, and electronic databases.

Cultural issues regarding plagiarism and intellectual property

In the United States, we tend to think that issues of plagiarism and cheating are fairly clear-cut. Unless there is some real ambiguity about procedures for a given assignment, we assume that work is to be performed by individuals and that writing should reflect one's own original ideas and give credit to sources. However, not all cultures share this individualistic perspective. In many countries, the mark of erudition is not one's ability to generate original ideas but one's ability to quote or otherwise demonstrate command of classically approved knowledge.

American individualism may also blind us to the extent to which we really do work as teams and communities, while students with other national perspectives may be more accepting of group-oriented work. Furthermore, in many nations, intellectual property is defined in different terms from those used in the United States.

In the classroom, these cultural perspectives can clash in several ways: a student may ask a sibling or friend with a better command of English to review and revise a paper; students may collaborate on projects which are supposed to be done separately; and, most commonly, students may include ideas and information in their written work without giving proper credit to their sources. The students are not necessarily trying to cheat, but they may genuinely be unaware of the fact that they are applying different ethical standards from yours.

- **You can avoid problems with different cultural attitudes toward intellectual property by discussing the issue openly in the classroom.** Explain in clear terms what you mean by academic honesty, including the broader principles underlying any specific policies. Clearly delineate when students may work collaboratively and when work is to be the result of individual effort. Discuss what it means to be a learned person in American culture, and invite questions. If you suspect copying or collaboration, determine whether the student hadn't realized the appropriate set of norms before pursuing a charge of cheating. Ultimately, though, once you have clarified your standards, enforce them: you are ultimately obligated to uphold the standards that prevail in American academic culture, and students are responsible for learning and applying them. It is useful to refer back to the topic of academic honesty frequently throughout the semester. Doing so demonstrates that you take these matters seriously.

How to Deal with Evidence of Cheating

If you suspect a student has plagiarized or cheated on an assignment, you need to arrange a conference with the lead faculty to discuss your concern. Provide a written timeline and description of the student behavior along with any accompanying documents in a timely manner. The lead faculty will determine how best to proceed.

Determine whether the problem resulted from a misunderstanding of the assignment rules or the citation standards, or if the student has deliberately infringed on academic regulations. Give the student a chance to admit wrongdoing or explain what happened. Once you have discussed the matter, if you are still sure the student has cheated, follow the procedures detailed below.

Academic regulations and procedures

It is each undergraduate's responsibility to know and to follow the academic regulations and procedures of the University. Complete information is included in the General Bulletin (<http://bulletin.case.edu/undergraduatestudies/academicintegrity>).

Below are excerpts from the University's academic integrity policies.

ACADEMIC INTEGRITY STANDARDS

Students, faculty, and administrators share responsibility for the determination and preservation of standards of academic integrity. Not only must they adhere to their own personal codes of integrity but they must also be prepared to educate others about the importance of academic integrity, to take reasonable precaution to discourage violations of academic integrity, and to adjudicate violations.

For students, education about the importance of academic integrity begins during the admissions process. The centrality of integrity to the academic enterprise is reinforced during new student orientation when students engage in discussion about academic integrity. Specific mention of academic integrity and course-specific guidelines should be presented in all classes. Programs and instruction about academic integrity guidelines also should be offered throughout the students' undergraduate career.

Faculty and students are expected to uphold standards of academic integrity by taking reasonable precaution in the academic arena. Reasonable precaution involves implementing measures that reduce the opportunities for academic misconduct but do not inhibit inquiry, create disruption or distraction in the testing environment, or create an atmosphere of mistrust.

The vitality of academic integrity is dependent upon the willingness of community members to confront instances of suspected wrongdoing. Faculty have a specific responsibility to address suspected or reported violations as indicated below. All other members of the academic community are expected to report directly and confidentially their suspicion of violation to a faculty member or a dean or to approach suspected violators and to remind them of their obligation to uphold standards of academic integrity.

DEFINITIONS OF VIOLATIONS

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards.

***Cheating** includes copying from another's work, falsifying problem solutions or laboratory reports, or using unauthorized sources, notes or computer programs.*

***Plagiarism** includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources.*

***Misrepresentation** includes forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments.*

***Obstruction** occurs when a student engages in unreasonable conduct that interferes with another's ability to conduct scholarly activity. Destroying a student's computer file, stealing a student's notebook, and stealing a book on reserve in the library are examples of obstruction.*

DISCUSSING, REPORTING, AND ADJUDICATING VIOLATIONS

If a faculty member suspects that an undergraduate student has violated academic integrity standards, the faculty member shall advise the student and the departmental chair and consult with the Dean of Undergraduate Studies about the appropriate course of action. Before speaking with the student, the faculty member also may choose to consult with the chair or dean about academic integrity standards. If the faculty member, in consultation with the dean, determines that the evidence is not adequate to charge the student with a violation, the matter will be dropped. Otherwise, the following procedures will be followed.

FIRST VIOLATIONS

If the faculty member and the student agree that a violation has occurred, and the violation is determined to be a first violation (the university has no record of previous violations by the student of the university's Standards of Conduct), the faculty member shall choose either to sanction the student or to refer the case to the academic integrity board. If the faculty member chooses to sanction the student, the minimum sanction is failure in the work in question and the maximum sanction is failure in the course. The faculty member will be provided with a standard reporting form to be signed by both the student and faculty member.

However, the case will be referred to the Assistant Vice President for Student Affairs for Integrity Board action if either:

- 1. the student claims not to have violated academic integrity standards or the student disagrees with the sanction imposed by the professor;*
- 2. the faculty member feels that the seriousness of the first offense warrants presentation to the academic integrity board; or*
- 3. the faculty member, after consultation with the dean, prefers to have the academic integrity board investigate or adjudicate the alleged violation, or prefers that the board sanction the student.*

The signed report form from a faculty member or the finding of responsibility by the academic integrity board will become part of the student's university judicial file. Students found responsible for a first violation will be required, in addition to any other sanctions imposed, to attend an ethics education program or to complete an ethics exercise as assigned by the Dean of Undergraduate Studies or the Assistant Vice President for Student Affairs.

SUBSEQUENT VIOLATIONS

If the university judicial file indicates that the student suspected of a violation has been responsible for one or more previous violations of the university's Standards of Conduct, the case will be referred to the associate vice president for student affairs for academic integrity board action.

MISREPRESENTATION AND OBSTRUCTION

Reports of suspected academic misrepresentation or obstruction occurring in settings other than the classroom will be referred to the assistant vice president for student affairs for academic integrity board action.

Violations of academic integrity standards are considered violations of the university's Standards of Conduct and will be recorded in the student's judicial record. University judicial files are maintained by the assistant vice president for student affairs in the office of student affairs.

In addition, the University is required to report to the funding agency the identity and misconduct of anyone, including a student, found guilty of falsification, fabrication or plagiarism in the performance of research that is receiving support from federal sources.

Some Helpful Campus Services for UTAs

Academic Support in the Office of Student Advancement

Academic Support enhances the learning process through advising, advocacy, and opportunities for academic growth and self-improvement. Academic counseling, seminars, computer-assisted instruction, diagnostic testing, and peer-tutoring programs help students understand their individual learning strengths and improve skills essential for academic success.

The Office of Student Advancement is in Sears 340.

Office hours are Monday-Friday, 8:30 a.m.-5:00 p.m.

If you find a student is struggling in your class, you may want to recommend that he or she visit this office for individualized assistance on topics such as time management, critical reading, note taking, test taking, and more.

For course-specific help, Academic Support offers two forms of assistance. The first is Supplemental Instruction (SI) sessions. SI sessions are led by former students who excelled in the class. The SI leaders aid students in understanding material, tests, and homework. SI sessions are held on a regularly-scheduled basis. You should check with your professor to see if your class offers SI sessions. In addition to SI sessions, Academic Support offers peer tutoring services to students. Peer tutors work individually with students to enhance their understanding of a course. A student can schedule tutoring sessions through <http://tutortrac.case.edu/>.

Office of Multicultural Affairs (OMA)

If you encounter a student who seems to be lacking a support network here at CWRU, especially a minority student, you may want to recommend that they visit the Office of Multicultural Affairs. According to its mission statement, “the OMA encourages, supports, and facilitates the success of all Case students by providing opportunities for diverse interaction and cultural education that occurs outside of the classroom environment.” OMA is a great support network that can act as a “home away from home” for some students. It offers mentoring services, social functions, group retreats, and career networking to students of all backgrounds.

Location: Sears 409

Phone: (216) 368-2904

Email: theoma@case.edu

Spoken English Language Programs (SELP)

Spoken English Language Partners (SELPers) are a group of trained peer tutors who provide language practice and tutoring to non-native English speakers. Appointments can be made through <http://tutortrac.case.edu/>.

For more information, contact Dr. Elise Geither at (216) 368-3790.

Writing Resource Center (WRC)

The WRC at CWRU is staffed by faculty and graduate students from the Department of English.

For more information and to make an appointment: <http://case.mywconline.com>

Email: writingcenter@case.edu

Phone: (216) 368-3798.

University Health and Counseling Services (UH&CS)

If one of your students approaches you with a personal problem that is affecting his or her ability to perform well academically or personally, you may want to recommend that they visit University Health and Counseling Services.

University Health Services provides treatment on an appointment-basis for a variety of primary care needs. The Case Accident and Sickness Medical Plan covers, within certain stated limits, outside referrals and hospitalization. Students are automatically enrolled in the Medical Plan unless they complete a waiver. University Health Services does not treat dependents of students, though elective insurance is available.

Email: healthservice@case.edu

Location: For the immediate future, students will only be able to access the health service via phone and video service.

Phone: (216) 368-2450

University Counseling Services is staffed by psychologists, social workers and consulting psychiatrists that are available for urgent situations, with or without an appointment. All information is kept confidential and the office strives to form a relationship of trust.

Location: For the foreseeable future, students will only be able to access counseling services remotely.

Hours: Monday – Friday 8:30AM – 4:30PM. Counselors are also available on call, 24/7 at (216) 368-5872.

Email: counseling@case.edu

Phone: 368-5872, General and On-Call

Phone: 368-4539, Appointments

Website: <http://students.case.edu/departments/wellness/>

Services provided by the UH&CS include individual, couples, and group counseling; psychiatric evaluation, psychological testing, substance abuse and sexual assault counseling, consultation services, and referrals to outside help.

The UH&CS also sponsors multiple group therapy sessions throughout the semester. Group offerings vary each semester, with additional groups being developed depending on student interest and staff availability. Group session lists are updated at the beginning of the semester. Group descriptions are available at <https://students.case.edu/wellness/services/group/>. Previous semesters' topics include:

- Autism Spectrum Disorder Group
- Check-in Group
- Grief Support Group
- Executive Functioning Group
- Interpersonal Process Group
- Partners of Medical School Students
- Support for Supporters
- Stress Management Group

Students with Disabilities

Case Western Reserve University's diverse student population includes students who may have disabilities. Depending on the nature of the disability, it can impact the manner in which the individual takes in, organizes, retains, and expresses information and knowledge. In your role as a UTA, you may be working with students who may or may not disclose that they have a disability. If you are concerned that a student may have a disability but are not sure, you should not ask the student in order to respect his or her confidentiality. However, if you have questions regarding better delivery methods for course content, you may contact a Disability Resources staff member. Alternatively, you could ask all of your students - anonymously - at the start of the semester what learning methods work best for them.



**Disability
≠
Inability**

In the event that a student does disclose a disability to you, or request accommodations, you should refer the student to Disability Resources. Students requesting accommodations must submit documentation to and meet with a staff member in Disability Resources, in order to determine their eligibility. Upon determination of the student's eligibility and the reasonable accommodations necessary for the student, accommodation memos will be distributed to the student's desired faculty members through the Accessibility Information Management (AIM) system. The student and the faculty member may collaborate and establish methods for implementing the specified accommodations. Approved students with accommodations should work with the faculty member or Disability Resources to establish accommodation implementation methods.

Disability Resources can assist faculty and students in connecting to the appropriate resources and provide reasonable accommodations to students. For instance, the Office of Accommodated Testing and Services (OATS) may assist by administering tests and examinations for undergraduate students requiring extended time, a quiet space, or adaptive equipment. Additionally, Disability Resources can assist students in obtaining auxiliary aides and assistive technology such as a screen reader or an alternate format for course readings. Finally, students with disabilities have access to all of the Academic Resources tutoring programs, as well as individual academic counseling, and self-advocacy training offered by the professional staff.

The following are some quick tips for working with students with disabilities:

- Contact one of the Disability Resources staff if you have any questions. The final responsibility for the provision of academic accommodations belongs to the instructor. However, Disability Resources staff are prepared to assist you in this process.
- Don't assume a problem exists or that a certain arrangement will address a problem without discussing your concerns with your faculty member.
- Be flexible and open when discussing accommodation approaches with your faculty member.
- Don't try your hand at counseling related to the disability, even if you are an expert in the specific disability. Your current role is that of an instructor.
- Be sensitive to the student's standing among his or her peers. The student is the only one who can decide to disclose this information. Faculty should not disclose the student's disability to other faculty or students.

Below is a recommended option for a statement concerning disability accommodations that you may wish to include in your syllabus:

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodations, you must present a memo from Disability Resources. Please contact their office to register at 216.368.5230 or get more information on how to begin the process. Please keep in mind that accommodations are not retroactive.

Location: 402 Sears Building

Phone: (216) 368-5230

Email: disability@case.edu

Useful Links for UTAs

Case Academic Integrity Policy:

<http://bulletin.case.edu/undergraduatestudies/academicintegrity>

CWRU's site on academic integrity explains relevant university policies and clarifies who to contact if an issue arises.

The International Center for Academic Integrity:

<http://www.academicintegrity.org/>

This national site is dedicated to maintaining high standards in universities. Read the section titled, "Fundamental Values Project."

University Center for Innovation in Teaching and Education (UCITE)

<https://case.edu/ucite/teaching-resources>

This site provides CWRU teaching and learning resources. Contact UCITE directly for specific information.

International Student Services

The Office of International Student Services assists all international students with non-academic concerns, including immigration procedures as well as housing, legal, financial, social, and cultural considerations. Each year, activities such as field trips and cultural events are planned in order to increase awareness among and within different nationality groups.

Location: Tomlinson Hall 143

Phone: 368-2517

Email: international@case.edu

Website: <https://students.case.edu/international/>

Supplemental Instruction

Supplemental Instruction (SI) is an academic enhancement program that utilizes peer-assisted study sessions led by SI Leaders, former students who have succeeded in the course and have been trained by ESS. SI sessions are regularly-scheduled, informal review sessions in which students practice problems with guidance, learn useful strategies to solve problems more efficiently, gain the "big picture" on the most important concepts of the course, increase efficiency in test preparation and test taking, and obtain a different perspective on the material. Courses in biology, chemistry, engineering, and physics offer SI sessions. Refer to the Student Success website for the SI schedule and additional information.

Location: Sears Library, Suites 229 and 340

Phone: 368-5230

Website: <https://case.edu/studentssuccess/academic-resources/supplemental-instruction-si>

Peer Tutoring

Peer Tutors are undergraduate Case Western Reserve University students nominated by professors and trained by Academic Resources staff to provide individual tutoring to their fellow students. Meeting with a Peer Tutor can help students clarify assignments, connect lecture and readings, practice problem-solving, and assist with language skills. Tutoring is provided in over 75 undergraduate courses each semester. Students may schedule up to five hours of complimentary tutoring per week at the following web site: <http://tutortrac.case.edu>.

Location: Sears Library, Suites 229 and 340

Phone: 368-5230

Website: <https://students.case.edu/academic/tutoring/peer>

Stanford University Teaching Commons:

<https://teachingcommons.stanford.edu/>

This Stanford University site for university-level teaching resources includes a section dedicated to TA support.

Carnegie Mellon Eberly Center for Teaching Excellence and Educational Innovation:

<https://www.cmu.edu/teaching/solveproblem/step1-problem/index.html>

This is a helpful index of solutions to common teaching and learning problems.

Washington University in St. Louis Teaching Center – Teaching Strategies:

<http://teachingcenter.wustl.edu/Strategies/Pages/default.aspx>

This site includes tips for many different teaching situations and methods.