

What would you do if one of the following were to happen to you?

Class interaction

1. The professor has handed out a homework assignment. As you prepare for section, you realize that there are several problems that *you* have trouble with; moreover, you are sure the set overall will be too difficult for the students.

Interaction with faculty and staff

2. The instructor for whom you are working is losing everyone in lecture and students appear in office hours not knowing things they should have learned weeks ago.
3. If there are several t.a.s for one class, it may happen that one t.a. is not doing a very good job. The students assigned to that t.a.'s group then may either be behind, or migrate to the other t.a.s sections. How does one handle this?
4. You are a t.a. for an undergraduate course that is the basis for many future upper-division courses. The professor is giving only cursory treatment to topics that you feel are important for students to know for future coursework. How do you approach the professor with your opinions and what do you do if he/she is unresponsive?

Homework assignment (the last one)

Part a

Invent a situation, like one of the ones above, that a t.a. might find problematic. Write down a description of the situation and mail it to colleenlewis@gmail.com by December 5 or hand it in at class. (Don't write up answers to the scenarios above.)

Part b

Encouraged by the campus administration, we are moving toward a 2-unit version of CS 301. With a fellow CS 301 student, design a version of this course that meets either two hours per week for the whole semester or three hours per week for the first ten weeks of the semester. Describe the ways in which your CS 301 differs from what we did this semester and explain the rationale for these differences. (A week-by-week list of this semester's activities is included on the other side of this page.)

Mail your CS 301 outline to colleenlewis@gmail.com by December 5 or hand it in at class.

Fall 2008 CS 301 outline

<i>week</i>	<i>topic</i>
1	your first section
2	what makes a good t.a.
3	high-level benefits of collaborative learning (homework 1)
4	discussion of issues arising in section
5	evaluation (homework 2)
6	exam preparation and grading
7	time management (homework 3)
8	diverse learning styles; kinesthetic learning activities
9	ways to avoid a defensive classroom climate
10	implementation of collaborative learning
11	detecting and addressing student misconceptions
12	issues involving office hours
13	misconceptions; working with staff and faculty (homework 4)
14	Thanksgiving
15	wrapup

Homework 1: arrange to evaluate a fellow GSI

Homework 2: get videotaped, and review the video with the CS 301 GSI

Homework 3: prepare a lesson plan for the section two weeks away (we reviewed these plans in class)

Homework 4: this assignment