

DEPARTMENT OF ECONOMICS

4-101 HANSON HALL

**UNIVERSITY OF MINNESOTA
TWIN CITIES**

**HANDBOOK FOR
GRADUATE TEACHING ASSISTANTS**

2009-2010

A MESSAGE FROM THE CHAIR

Welcome to the Department of Economics. We are one of the largest (in terms of undergraduate teaching) in the College of Liberal Arts. At Minnesota, graduate student instructors have always had significant undergraduate teaching responsibilities. To some extent these responsibilities reflect small senior faculty numbers, but they also reflect our confidence in your abilities and our conviction that there are important synergies between teaching and study.

Classroom teaching is a valuable part of graduate training for all students. Even students who eventually accept positions in government or business find that teaching experience is valuable. We are in the business of communicating our work clearly and effectively and teaching is often the best way of learning how best to communicate. While exciting, teaching can also be scary, especially when you are alone in front of 25 to 250 students for the first time. While you may be alone in the classroom, remember you are not alone when it comes to preparing course materials and mapping out teaching strategies.

It is important to recognize that there is no single teaching method that is best for everyone. As each of you is different, so your teaching styles will differ. At the same time, there are certain practical issues that everyone who teaches needs to address. This handbook offers suggestions that many have found useful. It was designed by Professor Sahi to help you become the best teacher you can. Professor Sahi, myself and all other members of the faculty are also available as resources to help you. We take pride in your success and are here to help you succeed.

Larry E. Jones
Chair
August 2008

A MESSAGE FROM THE DIRECTOR OF GRADUATE STUDIES

The Economics Department invited you to join us because we think you can be a successful graduate who will help to advance the profession; the payoff to the department is that we will then be able to bask a little in your reflected glory. But we also want you to reflect some glory on the department while you are here as a TA. We want to be known in the University as a department that shows respect for its students, takes teaching responsibilities seriously, and provides courses that stimulate students and help them to grow intellectually. That requires a commitment on the part of all of us to do our job responsibly; the department depends on you to help.

You will face a continuing challenge as you balance the demands of your TA appointment with the demands of the graduate program. If it helps, think of yourself as being enrolled in "Professional Life 101" -- a course that helps you prepare to deal with the same need throughout your career to balance the time you spend gaining new knowledge with the time spent to effectively communicate to others.

If this is a course, where are the learning resources? This handbook tells you where to get help on questions of pedagogy, and Dr. Sahi is available for advice. But as you confront the problem of balancing responsibilities for teaching and learning, you are also welcome to talk to me, your adviser or any of your instructors. We have all had to deal with the same issues, and we are all ready to cheer you on to successful resolution of the challenges you face. You will find that success in teaching, as in mastering any challenging task, brings its own intrinsic reward -- a reward that is increased by seeing the impact on those you teach.

Best wishes, and enjoy the experience!

Chris Phelan
Director of Graduate Studies
August 2009

A MESSAGE FROM THE DIRECTOR OF UNDERGRADUATE STUDIES

This handbook provides information useful to you as a teaching assistant in the Department of Economics. Read it carefully as it contains details about undergraduate teaching at the University. Some excerpts have been taken from the CLA Classroom, Grading, and Examination Procedures booklet and from the Handbook for Graduate Assistants.

Our mission is to promote high quality undergraduate teaching along with training you to be successful teachers and researchers. We achieve this by offering you support and training, and by monitoring your performance in the classroom. We offer teaching workshops and practical tips on improving your teaching effectiveness.

There is no formula for becoming a perfect teacher. A good teacher puts forth ideas clearly and concisely, is methodical, encourages students to think, excites their imagination, and is able to apply theoretical concepts to the real world to show how they work. You have to learn to be comfortable with your students and with the course material. Remember that students are here primarily to learn, and you have to provide them with the necessary tools to do so. You must have command over the material; nothing is worse than an ill-informed teacher making half-hearted attempts to impart information. Ask yourself often: "What will the students learn from this concept? Can it be applied to the real world?"; and then pause frequently during your lectures to tie up theory to application. Add interesting examples and use humor to enliven class sessions. In the use of humor however, be careful not to offend anyone. You may have some not-so-good moments during your teaching, but that should not dismay you; just try to do your best. And someday, students will come up to you and say that this was the best class ever!

Thanks are due to Caty Bach for help with the manuscript and with designing the cover.

Please do not hesitate to contact me if you have any questions or concerns about your teaching or your students. The Faculty and I fully support your teaching endeavor, and are thankful for the competent instruction provided.

Simran Sahi
Director of Undergraduate Studies
August 2009

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YOUR ROLE AS A TEACHING ASSISTANT

As a TA, you play an important part in the undergraduate instruction at the University, whether as an instructor with full responsibility for your own course or as an assistant. Each TA is a representative of the Faculty of the Department of Economics. Your duties are governed by a single principle: the protection of undergraduate students' interests. Thus your conduct should be exemplary: in punctuality, attendance, dress, dealing with students, faculty, administrators, staff, and supervisors. You should strive to provide high quality undergraduate instruction to the best of your ability.

CRITERIA FOR APPOINTMENTS

In order to qualify for a department assistantship, you must meet two qualifications:

- I. you must be making satisfactory progress toward your degree; and
- II. if you currently have an assistantship, you must be carrying out your duties diligently.

I. Progress toward the Ph.D. degree (for students entering in 2005 and beyond):

For students who entered the program before Fall 2004, please consult the Graduate Student Handbook 2005-2006 for "good standing" criteria.

(i) First year students (going into their second year of study) are judged on their course record: courses completed and grades. A GPA of 3.2 or better in economics courses is needed to be in good standing.

(ii) Second and third year students (going into third and fourth year) are judged on their course record and their record on written preliminary exams. Satisfactory progress includes having passed both theory prelim exams and one field prelim by the end of the second year; and having passed both theory prelims and both field prelims by the end of the third year.

(iii) Fourth year students (going into their fifth year) are judged on their course record, their prelim record, and their thesis research record, as verified by their adviser. Fourth year students must have passed all their prelims and the prelim oral by the end of their fourth year and register for at least 10 thesis credits by the end of the fourth year.

(iv) Current first, second, and third year students in good standing have the highest priority for teaching appointments. In recent years, the department has been able to offer appointments to current fourth year students in good standing and without fellowship support. As funds permit, it is the intent of the department to continue with recent practice. As the continued availability of funding is uncertain, fourth year students are encouraged to seek fellowship support for their fifth year.

(v) Normally, teaching positions are not available to students in their fifth (going on sixth) year and beyond. However, depending on the needs of the department and especially on funding, a limited number of appointments may be made. These appointments depend on your teaching record, the needs of the undergraduate curriculum, and progress towards your degree (assuming that all the above requirements have been met).

II. Diligence in carrying out currently assigned duties:

In order to qualify for a subsequent appointment, you must carry out your assigned duties in a responsible manner.

Instructors and teaching assistants are judged primarily by departmental evaluation of teaching (classroom visits and examination of teaching materials) and secondarily by student evaluations and other student feedback. Graders and assistants for graduate courses are judged primarily by their supervisor's evaluation. One important component of carrying out currently assigned duties is participation in recommended teacher training programs i.e. workshops, seminars, etc.. Another is the participation and successful completion (definitely within two semesters) of English programs (for non-native English speakers).

III. Assistantship Assignments:

A. Specific Tasks: Your particular assignment is determined by the instructional needs of the department (with your preferences taken into account as far as possible).

B. Actual or potential teaching performance is the primary determinant of whether you are offered:

- (i) greater than a 50% appointment: There are a limited number of these appointments every year tailored to specific responsibilities.
- (ii) a Graduate Instructor appointment, which carries a somewhat higher salary base than a Teaching Assistant appointment.

General Sequence of TA Appointments:

The general sequence of appointments for TAs is:

- A. Year 1 Grader for day or evening courses
- B. Year 2 Recitation TA for day or evening courses
- C. Year 3 Graduate Instructor for 1xxx or 3xxx level day or evening courses
or TA for graduate courses
- D. Year 4 Graduate Instructor for 1xxx, 3xxx, or 4xxx level day or evening courses
or TA for graduate courses
- E. Year 5 Same as above

Remember that there are exceptions to this; some TAs begin at B and carry on from there. This sequence assumes that you receive "reasonable" teaching evaluation scores (departmental and student evaluations) and are making satisfactory progress toward your degree. You may move at a slower (or faster) pace through this sequence.

ACADEMIC YEAR APPOINTMENTS (FALL AND SPRING)

Teaching Assistant/ Graduate Instructor appointments are generally made in July with some adjustments being made later. For recitation sections or grading, specific assignments are announced approximately one week before classes begin.

Graduate Instructor positions, with a stipend in 2009-2010 of \$15,577.00 for a 50% appointment include:

- TA/Assistant for graduate courses
- Instructor for 'large' Principles lectures
- Instructor for other 1xxx, 3xxx, 4xxx level courses

Teaching Assistant positions, with a stipend in 2009-2010 of \$14,609.00 for a 50% appointment include:

- Assistant for upper-level undergraduate courses
- Recitation leader for Principles of Economics courses
- Graders

The Department of Economics restricts almost all appointments to a maximum of 50%. Department policy states that a graduate TA may not accept another assistantship within the University that brings their total appointment above 50%. If this happens, the department will be notified and will then reduce the appointment in economics to keep the appointment at or below 50%. Some adjustments are made to offer a larger stipend for a limited number of appointments (large lectures and writing assistants). Appointments for these positions are based on criteria including excellent teaching performance, expertise in the subject, and undergraduate demand.

SUMMER APPOINTMENTS

A limited number of summer teaching or grading appointments is available to students in "good standing" (i.e. first through fourth year students fulfilling the criteria for appointments as mentioned earlier).

Teaching assignments are given to graduate students who have been instructors during the preceding academic year. Grading assignments are for current first year graduate students only. Stipends for instructors and graders were \$4,600 and \$1,350 respectively in 2009. We offered 15 courses, and made 30 teaching appointments and 10 grading appointments. Our strategy was to split duties, thereby appointing two people for one teaching task, with each being paid half the salary. Instructors were paid \$2300 for each half of the class they taught. Please note that each graduate student TA can hold only one appointment during summer. Since the demand for teaching/grading appointments in summer far outstrips supply, we encourage you to seek other means of financial support - and begin the process early in the Spring semester.

TUITION AND HEALTH BENEFITS, TAXES AND FICA

All TAs holding a minimum of a 25% appointment for one semester are eligible for a **tuition waiver** equal to twice the percentage of appointment. If you have a 50% appointment, you receive a 100% tuition waiver.

All TAs with appointments of 25% or more have health care benefits paid for by the university under the Graduate Assistant Health Care Plan. Each enrollee on the GA plan will now pay 5% of the monthly premium. You will be billed once per semester (approximately \$54 per semester) on your student account. The university subsidizes the cost of health coverage on the GA Plan paying a contribution toward the premium of 1.9 times the appointment percentage. A student with a 50% appointment will receive a 95% subsidy of premium, while a student with 33% appointment will receive a 62.7% subsidy of premium. Contact the Graduate Assistant Insurance Office at 624-0627 for more information.

The University withholds **state and federal taxes** on payments to all TAs who are not eligible for a tax treaty. Call the Payroll Department at 612-624-4585 for details on eligibility for tax treaties.

a. All TAs with appointments must register for 3 or more credits during each term employed, in order to avoid paying FICA or Social Security taxes. Ph.D. candidates, i.e. students who have passed their preliminary oral exam, can register for only one credit per semester.

b. All TAs must be employed for **not** more than 20 hours per week or on appointments **not** exceeding 50%.

RESPONSIBILITIES OF GRADUATE STUDENT TEACHING STAFF

Responsibilities of Instructors:

Instructors have primary responsibility for the teaching and administration of an entire course. Duties include designing an informative syllabus, homework assignments, exams, and handouts; choosing a textbook, designating readings if any, etc.. If you teach a class with recitation TAs, you must supervise them as well. This includes weekly meetings with TAs to inform them of the work they are expected to do.

Detailed Instructor responsibilities are listed in Appendix 5 and 6 on pages 27 and 28.

Responsibilities of Recitation Leaders:

Detailed responsibilities are listed in Appendix 7 on page 29.

Recitation Leaders bear the responsibility of conducting recitation sections.

When you receive your assignment, the first step is to meet with the instructor and find out exactly what is expected of you. If you are a new TA, you will meet your instructor at the Orientation for New TAs. You should receive the following information:

1. Day/times/rooms of class and recitation sections. If the classroom is small relative to your class size, inform the main office and we can try and get a larger room.

2. What are the goals of the course? Make sure you have the syllabus, textbook, and other supporting material.

3. TAs must attend all lectures.

4. Goal of the recitation section: Instructors have different ideas on this- you may have to present material that supplements or complements the lecture, present new information, review the lectures, discuss homework, other assignments, and exams, or solve problems. The Instructor will convey this information to you during your weekly meetings, and you must follow all directions.

5. Grading the homework and exams and maintaining grade books: We have graders who are assigned to help with grading for some undergraduate courses. However, when you return homework assignments, you must be familiar with the questions and answers, and be able to respond to the students' queries. Please consult your Instructor about homework assignments; departmental policy states that assignments must be typed.

6. Any other non-teaching activities that you are expected to carry out: This could involve helping develop exam questions or handouts, identifying supplemental readings, proctoring exams, and helping with class website maintenance etc..

7. Office hours: TAs and instructors must hold a minimum of two office hours per week.

8. Evaluation of your teaching performance: Evaluations are carried out by your students, the Director of Undergraduate Studies (Professor Simran Sahi), and the TA Training Coordinator (Jacob Short for 2009-10). You will also be videotaped at least once. See Teaching Evaluations for details.

Important: Communication between you and your supervising instructor is essential for the smooth execution of the course. For large lectures and recitations, the instructor is responsible for administrative matters and coordinates activities across all recitation sections. All TAs and grades are expected to follow directions. You may find it helpful to talk to other TAs who have held similar assignments earlier.

Responsibilities of Graders:

Graduate Graders are responsible for all grading assignments and exams allocated to them, and should make sure that graded material gets returned on time. Please maintain contact with the instructor or other TAs.

Responsibilities of Assistants:

Assistants for undergraduate courses are appointed to aid instructors with classroom activities. This involves attending class, holding office hours to help students, grading, developing a reading packet, library work, website maintenance, and miscellaneous work concerned with the class.

Responsibilities of Assistants for Writing Intensive Courses:

The department has designated some upper division courses as Writing Intensive courses. Assistants are expected to oversee all aspects of the writing assignments.

Directed Study or Independent Study Projects:

TAs are required to assist undergraduates with these, where students typically register for Econ 3991 or 3993. Each such registration includes a written contract between the student and instructor, outlining the objectives, evaluation procedures, and credits. Generally, students write a paper based on their internship experiences or on some other topic. Details are on the Economics Undergraduate Handbook website at <http://www.econ.umn.edu> - click on Undergraduate Programs, and then on Independent Study.

TA Workload:

A half-time (50%) appointment implies an average workload of 20 hours per week. Note that INS regulations do not permit F-1 or J-1 visa holders to work more than 50% during the academic year. Please contact Professor Chris Phelan (DGS) or Professor Simran Sahi (DUGS) if you have problems with your workload. All TAs will be paid biweekly, i.e. every two weeks, beginning September 2009 to May 2010.

ENGLISH PROFICIENCY TESTING SCHEDULE FOR NON-NATIVE ENGLISH SPEAKING TAs:

All non-native English speaking TAs assigned to teaching, tutoring, or advising duties must take the SPEAK Test administered by the Center for Teaching and Learning Services. (Individuals with a TSE score from the ETS may submit their official score instead). Students scoring 55 and above (out of 60) on the SPEAK Test (TSE) are eligible to teach. Those scoring between 45 and 50 can teach if they enroll concurrently in coursework offered through the Center for Teaching and Learning Services. Those scoring below 45 are not eligible to teach and must enroll in Communication Skills coursework. All TAs must complete this course successfully within two semesters of signing up for it; otherwise your appointment may be in jeopardy. Contact the Center for Teaching and Learning Services at 625-3041 for details and also to set up an appointment for the test.

TEACHING TIPS

First day of class:

On the first day of class, the instructor (or recitation leader) should introduce herself or himself (and the teaching assistants, if applicable); e.g.

"My name is _____, and I am the instructor/recitation leader for the _____ course this semester. (Tell students how to pronounce your name if you think they will have difficulty with it. Tell the students how you wish to be addressed). I am a graduate student working on my Ph.D. in economics. My areas of interest are _____; I am interested in this because _____ (try to talk of real-world applications!)."

You might ask the students to introduce themselves too -- do this only if the class size is small! Give a general outline of the course (as mentioned in the syllabus) and what you expect the students to learn. Let them know the help they can expect from you and from the teaching assistants. State clearly the prerequisites for the course and the fact that students should have taken these earlier. Mention the relationship of this course to other courses in the department and also its applications in the real world. Distribute and discuss the syllabus you have prepared for your course. And always ask students if they have any questions.

Lectures:

When your class meets, you should arrive somewhat early to give yourself time to arrange notes, handouts, homework, and transparencies; this time can also be used for some light talk with students to make them and you feel at ease. Start the actual classwork on time. Give the impression of organization and efficiency. And always, treat your students with respect; this is basic human courtesy, as they have paid to come and learn from your presentation. Attention to these details is part of a professional approach to your teaching responsibilities. As you show students that you take your responsibilities seriously, it produces an important incentive for students to be serious about their work.

Preparation for class should begin with an appraisal of the amount of material to be presented. Plan each lecture in three parts:

1. An introduction, where you briefly state the material to be covered; many instructors find it helpful to put an outline for the day's class on the board at the beginning of class. When relevant, start with a brief summary of the previous class and indicate how the material to be covered today builds on the previous class.
2. The main body of material, where ideas are presented accompanied by explanations, examples, graphs, and math.
3. The summary, where you sum up the ideas presented; and give a short preview of the material to be covered in the next class.

Remember to write all key ideas neatly and legibly, use underlining, capitals, and boxes to emphasize principal ideas. Use clearly labeled diagrams as illustrations. They present another way of looking at material. Consistent use of different colored chalk is another way to emphasize major points and clarify complex diagrams. Students tend to copy down everything they see on the blackboard, so give them time to do so. Please do not teach any calculus or advanced mathematics in the introductory lower level courses, since there are many students who do not have a background in mathematics at this level and this is not required. For the 3xxx and 4xxx level courses, the use of math/calculus should be consistent with the prerequisites for the course.

General Teaching Tips (for TAs)

A. Preparing to Teach

- Go visit your classroom before the first day of class.
- Work through examples and explanations before going to class.
- Attend all lectures - relevant for TAs.
- Work through examples and explanations before going to class.
- Meet with your lecturer regularly to coordinate lectures and recitations.
- Work through examples and and explanations before going to class.
- Work with your grader(s). Make sure they know when assignments are to be collected and when they are to be returned.
- Work through examples and explanations before going to class.(!!!!)
- Know the instructor's policies for homework and exams.

B. Teaching

- Arrive a few minutes before class starts.
- Speak clearly and write legibly.
- Speak to the class, not to the board.
- Introduce interesting, real world examples.
- Outline the main points of the day/week at the beginning or the end of class.
- If you don't know the answer to a student's question, don't guess.
- Plan to stay a few minutes after class.
- Repeat important concepts - several times if necessary.

Other Comments

- Stay in your office for office hours. DO NOT leave early.
- Erase the board for the next teacher.
- Provide students with clear explanations.
- Use colored chalk for diagrams only and not for writing - it does not erase very well.

Thanks to Bob Rebelein (a former graduate student and currently on the faculty at Vassar College) for suggestions on Teaching Tips.

Tips for International TAs in the U.S. Classroom

Connie Rylance and Beverly McChesney of Stanford's English for Foreign Students program give advice for holding office hours and navigating some of the characteristics of U.S. Classroom Culture.

Office Hours

Attending office hours is another aspect of learning the material for U.S. students, one which is often as important to them as attending class or reading the textbook.

It is important to remember that TAs and instructors/professors serve different needs in office hours.

Students visit TAs for:

- homework explanation
- exam preparation
- advice on project assignments
- makeup quizzes or exams
- procedural questions

Students normally visit instructors for:

- information on courses
- completion of requirements
- advice on project assignments
- waivers and exemptions

Teaching in office hours often involves the following skills:

- Guiding students' learning by encouraging them to be self-directed ; this is accomplished through observation and commentary.
- Encouraging and reinforcing their efforts, which is accomplished by praise and support.
- Correcting them and reminding them of the right procedures, which involves referring them to lectures, textbooks, and other readings.
- Giving study advice, but always being sure to control the extent of the information you give about the exam.
- Responding primarily to the students' needs, questions, or concerns, rather than initiating topics of conversation.
- If you do not know the answer to something, you may admit it, but bring the information back to the students at the next meeting/class.

U. S. Classroom Culture

- The TA is a bridge between the instructor and the students. The TA is expected to meet the students' needs by interacting with them rather than by merely transmitting information.
- TAs are expected to act informally because formality creates distance while informality leads to interaction and approachability.
- Teachers in the U.S. are expected to accommodate students and to help make learning difficult concepts easier. There should be willingness on the part of teachers to respond to students' questions and concerns.
- The concept of instructor fairness is central to the U.S. classroom. This extends to giving advice before an exams. No student should have "insider information" or more information than any other student. Students should all be told the same things.
- TAs should also avoid representing their own advice or views as the instructor's.
- Discrimination based on gender, race, ethnicity, religion, age, or sexual orientation has no place in the U.S. classroom. A fundamental sense of respect for all students, regardless of their backgrounds or socioeconomic status, is essential.

Experiments in the Classroom:

The use of experiments in the economics classroom is one of several techniques which promote effective teaching and learning. Classroom experiments are short, interactive exercises designed to facilitate the understanding of key economic ideas.

The department strongly encourages all instructors and TAs to use experiments in their classes. Experiments in the classroom are especially helpful in introductory economics courses, where concepts like market equilibrium, monopoly, the macro economy, trade, and other concepts can be illustrated. Experiments can be used in upper division classes to illustrate gains from trade, bank runs, credit rationing, free riding, public goods, etc.. and can be used in almost all classes.

Check the following websites for class experiments:

<http://www.marietta.edu/~delemeeg/econlink.html#ee> - for links to Experimental Econ sites
<http://zia.hss.cmu.edu/miller/eep/eep.html> - for Experiments with Economics Principles

Contact Jacob Short or Simran Sahi if you need more information.

Faculty Mentors:

Faculty have agreed to serve as mentors/coordinators for undergraduate courses.

They are available for consultation regarding the teaching of the course, specifically course content, readings, homework assignments, exams etc...

All instructors are requested to contact their respective faculty coordinators when need arises.

Undergraduate Faculty Mentors 2009 - 2010

<u>COURSE</u>	<u>PROFESSOR</u>
Comparative Systems	Harlan Smith
Cost-Benefit and Environmental Economics	
Economics of Development	Larry Jones
Econometrics	Patrick Bajari
Financial Economics	Jan Werner
Game Theory and Mathematical Economics	Aldo Rustichini, Itai Sher
History of Thought	Harlan Smith
Industrial Organization	Amil Petrin, Minjung Park
International Economics	Tim Kehoe
Labor Economics	Victor Rios-Rull
Macroeconomics	Fabrizio Perri
Microeconomics	Kim Sau Chung, Tom Holmes
Money and Banking	Chris Pehlan
Public Economics	V.V. Chari

Syllabus:

A well written, informative syllabus is a necessary tool for a successful class. It is a contract with students and should contain **all** information about the course that you want your students to know, including the material to be covered, grading and evaluation policies, assignments, textbook etc.. (A format for a good syllabus is given in Appendix 1.) All instructors must distribute a syllabus to every student on the first day of class. (Please give one copy of your syllabus to Professor Sahi.) The department will attach an additional page to your syllabus detailing departmental policies about Incomplete grades, make up exams, scholastic dishonesty, complaints, etc.. As the course progresses, refer frequently to the schedule outlined on your syllabus and announce any changes at least twice. However, please try to avoid major changes during the term; if this is unavoidable, please provide oral and written notice of any change.

Choose your textbook carefully since students will refer to it often; while it need not duplicate your lectures, it should be consistent with them. If instructors want to prepare and distribute readings to students, please note that the Department will not photocopy articles for distribution to your class. If you want your students to have access to material, please put it on reserve at the Wilson Library or make it available at Copies on Campus for your students to buy, or put up links to the material on your course website. You should also be aware that you need to obtain copyright permission before reading packets can be sold to your students. Copies On Campus, in the basement of the Social Sciences building, will help you obtain permission to copy articles. You need to contact them about six weeks before classes begin. Contact Caty Bach or Professor Sahi for more details.

Web Page for your course:

The department has mandated that all undergraduate economics courses must have websites. You can use your homepage on the department website to set up your course website, or you can use WebCT. Please contact the WebCT helpline at webct@umn.edu for help.

Writing Assignments:

Writing assignments are invaluable as a learning tool for students. Instructors for 3xxx and 4xxx level courses are especially encouraged to include at least one writing assignment in their courses. Examples of writing assignments include:

- A summary of selected journal articles
- Commentaries on well-written economics articles, and what made them good
- A short (maximum 5 pages) paper on suggested topics
- Short analytical essays about a policy proposal and its effects
- Summaries of current events as related to the material being studied
- Essay questions and answers on the exam, etc..

Instructors must issue a clear statement of objectives for the writing assignment: specify an audience for whom the assignment is targeted, specify a limit on the length of the paper, and clearly state the evaluation criteria.

While grading writing assignments, you can observe the level of comprehension and learning of your students. Writing facilitates the acquiring of knowledge since students are forced to review readings and lectures, distill the essence of relevant materials, and finally write a coherent summary in their own words. The Department encourages you to utilize writing assignments as a way of analyzing students' comprehension in the classroom.

The Department has designated some upper division courses as Writing Intensive, where the course grade is directly tied to the quality of the students' writing. The Department nevertheless encourages all other instructors to use writing assignments in their classes too. Please contact Professor Simran Sahi for details and help with formulating or grading writing assignments.

WRITING INTENSIVE COURSES IN ECONOMICS

Writing Intensive courses, as understood by the Council on Liberal Education, are defined as courses at either the upper or lower level division level in which the course grade is directly tied to the quality of the student's writing as well as to knowledge of the subject matter, so that students cannot pass the course who do not meet minimal standards of writing competence. In Economics, WI courses require a significant amount of writing - minimally ten to fifteen finished pages. The writing assignments include revisions of drafts/proposals on which students receive feedback from the instructor.

In Economics, the objective of these assignments is to give students an opportunity to apply analytical skills and economic concepts to examine an interesting economic issue and to learn how to write a formal report underpinned by economic logic and evidence.

List of Writing Intensive courses in Economics:

Econ 4331W - Economics of Development

Econ 4421W - Economic Integration of the Americas - also satisfies the IP Theme of CLE

Econ 4431W - International Trade - also satisfies the IP Theme of CLE

Econ 4432W - International Finance also satisfies the IP Theme of CLE

Econ 4431V - Honors International Trade - also satisfies the IP Theme of CLE

Econ 4611H - Honors Environmental Valuation

Econ 4100W - Undergraduate Writing in Economics

This is a one credit course, meets once a week, and is monitored by a TA. To receive writing intensive credit for any Honors course or Econ 4831, students can sign up for Econ 4100W concurrently. Course Permission Numbers are available from the TA. The instructors for the Honors courses (or Econ 4831) will set up the writing assignments and students will work with the Econ 4100W TA to complete the paper.

Note that Economics majors must take at least one upper-division writing intensive course in Economics in order to graduate. Not all of these courses are available at all times.

The requirement for completing the WI course is to write paper examining an economics issue using economic theory and analysis. The finished paper should be 10-15 written pages plus data, graphs, bibliography. We do not accept surveys and time-lines. Students must pose a question or make a statement (thesis) and prove it.

The paper is to be written such that it incorporates the feedback from the instructor at various stages. Students are required to turn in different iterations of the paper and receive feedback before continuing to the next stage. Typically, students complete a Topic; Outline; First Draft; and Final Draft of the paper. They receive detailed feedback on the first three iterations of their paper.

It is important to remember that the department prohibits using the same (or substantially similar) paper for more than one Writing Intensive Course or the Senior Project. Since Fall 2003, all students registered for Writing Intensive Courses are required to submit their papers in two forms – a written version and an electronic version. The electronic version is reviewed to detect any plagiarism. Should any plagiarism be detected, the student will receive a grade of F and a complaint will be filed with the CLA Scholastic Conduct Committee. Students should be told to cite all sources used.

STUDENT PROBLEMS

Students face problems with topic selection, researching the topic, finding data, and time management. Instructors can help using the following techniques:

Formulating the Writing Assignment:

The writing assignment must be clearly written with detailed instructions. Please ask other instructors (and Dr. Sahi) to comment on the assignment itself – does it need to be clearer? Any suggestions? Also,

if the students comment on unclear issues, please modify your assignment accordingly for future use.

Sequencing with built-in training:

You need to prepare students so they can complete the paper. One way is to assign homeworks which require students to find specific data about the US/other countries or find news articles regarding current economic issues.

These help with finding data and topic selection for their papers.

Please make sure the topic is suitable; in certain instances, you may have to ask students to change the topic if it is not appropriate for analysis. Most students have a tendency to pick economic surveys. This is to be discouraged. Ask them to focus on one narrow question/statement, and then try to prove it. You will need to talk personally with almost every student during the phase of topic selection.

Time management skills:

- All due dates should be mentioned on the assignment.
- Please send email reminders to students one week prior to submission of any assignment.
- Introduce students to the Lumina website; the Undergraduate Virtual website; the Assignment Calculator; and the Sources for Economics.
- You must set aside some class time to answer student questions and concerns about the paper.

Help with research and finding data:

- Introduce students to the Resource Links on the Undergraduate Homepage (links to data, articles, journals, news, government websites).
- Show them journal and data resource websites in class – (the University libraries' electronic journals); show how to access EconLit and JSTOR, and the Penn World Table; stress that students look at previous work done by economists on their topic.
- Talk to Dr. Sahi about putting "A" papers (from previous courses) on reserve at Wilson Library, so that current students can view them.
- Require students to read and summarize an economics journal article (from a reputable journal) – to become familiar with the format of economics articles; they can use the author's bibliography for their research, encourage them to write to authors to ask for data or clarification.
- Read and discuss one "Current Economics Topic of the Day" at least once weekly; try to make these relevant to the students' paper topics.

Sources of help for students:

- The Instructor should be available to help students - via e-mail or in class.
- Please use Grading rubrics and give detailed comments on each assignment (check with Dr. Sahi on these).
- Please make sure that grading criteria is explicitly; grading scale should be mentioned in the syllabus. We normally do not assign a grade for the topic, but do so for the Outline, First, and Final draft.
- Please refer students to the Writing Center (and other sources) for help with English or with writing.

PLAGIARISM ISSUES

Specific assignment and course-specific strategies should be used to prevent plagiarism and teach responsible use of sources.

- The assignment should be broken up into 4 parts: topic, outline, first draft, final draft.
- No surveys allowed.

- Insist on a thesis statement – (harder to plagiarize here - normally students need a lot of help narrowing their topic).
- Suggest topics such that plagiarism is difficult.
- Give students a grading grid which lists the criteria used for grading.
- Direct students to the Writing Center website for help with citing issues.
- Direct students to the Writing Center website section on how to avoid plagiarism.
- The department uses SafeAssign (a software program) to check for plagiarism. Electronic copies of papers from all WI courses and Senior Project are to be turned in to Dr. Sahi, who will then run them through SafeAssign.

Dr. Simran Sahi is the Writing Consultant for the department; please consult her for all concerns and needs regarding writing intensive courses. She is available to help you at all times. If you are teaching a WI course, please meet with her during the course to discuss the suitability of topics and your grading.

Grading Criteria:

Instructors should define grade standards for their courses, and determine whether students meet or exceed them. Two grading systems exist in the University: A-F and S-N.

The levels of achievement are:

- A: outstanding achievement relative to courses' basic requirements
- B: achievement significantly above courses' basic requirement
- C: achievement meets basic course requirements
- D: achievement worthy of credit though not meeting course requirements in every respect
- F: achievement fails to meet basic course requirement
- S: satisfactory achievement in the course; generally a "C" or above
- N: achievement not satisfactory in the course

Note that instructors can now assign +/- grades to students, with the exception of A+ and D-. You should set reasonable standards for the course, and end up with a 'mix' of grades. Mention your grading policy in the syllabus and always adhere to it. List the specific assignments (papers, exams, etc..) to be used in grading and the weights or points attached to each element. Provide clear and specific grading criteria for papers and projects to both students and graders. Make sure you return assignments as soon as possible, and definitely a week or two before any exam. If you are a first-time instructor, be sure to contact Professor Sahi to discuss your grade distribution before you hand in your final grades.

Instructors should retain graded material (including final exams and assignments not returned) for a minimum of one semester. Students have the right to a timely review and an opportunity to discuss their grades with the instructor and are also entitled to an explanation of the criteria used to evaluate their work. Grade books, (online or paper) both current and past, must also be retained by instructors. When you complete your studies here and are preparing to leave, please turn in all grade books and other teaching related material to Professor Sahi or Caty Bach.

Instructors are required to submit grades electronically (an excel spreadsheet) to Professor Sahi on the due dates (within 72 hours after the final exam). We will then post grades for your students. Grades must be reported for every name on the course list. You can download the class list at <http://www.umreports.umn.edu>. You will need to log in with your university id. Grades are available online for students a few days after they are submitted. Under state law, neither you nor the department is to give out grades over the phone. Exams, papers, or homeworks should not be left unattended, e.g. in a box in the hallway, etc.. No grades are to be posted outside doors.

Non-Native English Speaking TAs:

If your native language is not English, you should be aware that students may have trouble understanding what you say. Even if your command of the English language is excellent, a foreign accent can be a barrier to good communication.

As a TA, you have an obligation to make sure that your students can understand your speech. One way to

create a comfortable environment in the class is to mention at the outset that your accent may be different from that of the students. Tell them you are willing to clarify or repeat a point if it has not been understood. Also take care to speak slowly and clearly. Be sure to face the class as you talk to them. Write all main points on the blackboard, and make sure you speak to the class, not to the blackboard.

You do have to pass the SPEAK test administered by the TA English Program before you can be given a teaching appointment.

English Proficiency of Students:

Students may sometimes complain that they are not well versed in the English language, and request preferential treatment from you. **During class, all students are to be treated equally with respect to the material taught, grading, and performance evaluation.** Students can receive extra help from you during office hours. Grammatically incorrect English can be tolerated as long as it is understandable; if the student's answers are incomprehensible, then she or he must be graded accordingly. Most students are required to take the Test of English as a Foreign Language (TOEFL) if English is not their native language.

Students with Disabilities:

Students with documented disabilities require certain accommodations based on their disability and needs. If a student tells you that she or he has a disability, they should first contact the office for Disability Services in 180 McNamara Alumni Center at 626-1333. Only when you receive some notification from this office, should you make special accommodations for a particular student. All students are to be treated equally in class otherwise.

For your information, academic accommodations for disabled students may include sign language interpreters, readers, lab/library assistants, course and program modifications, test accommodations, classroom relocations, and alternate print formats. Some accommodations, e.g. sign language interpreters, are provided by the Office of Disability Services. If you need help implementing a requested accommodation, contact Professor Sahi. Again remember that all disabled students must contact Disability Services before any accommodation can be made.

Extra work for a higher grade:

CLA and University Policy states that no student is to be allowed to do extra work for credit in order to boost up a 'poor' grade, unless all students in the class are given the same opportunity.

ADMINISTRATION

Office Hours:

All graduate student instructors and assistants with 50% appointments must hold a minimum of two hours of office hours each week. Please schedule hours at different times during the week so that they will be convenient for students with varied schedules. **Strict adherence to maintaining office hours is expected.** Complaints regarding non-observance of office hours will be taken very seriously and may affect your future teaching appointment. Please keep your office door open during office hours.

If there is an emergency or problem that keeps you from observing your office hours, you must notify the department office, explain your situation, and reschedule the hours.

Office hours 'by appointment' cannot substitute for regularly scheduled office hours. They are however a valuable supplement for students who have conflicts with your scheduled office hours. Instructors for evening courses should schedule office hours at times convenient to their students, preferably in the evenings. If students contact you by email, you are expected to reply to their queries within 24 hours if possible.

Missing Class:

You are expected to meet all assigned classes. If an unavoidable conflict develops, you must strictly adhere to the following procedures:

Cases with advance warning:

You **must** notify Professor Simran Sahi at least two weeks in advance and you **must** arrange for a substitute teacher. For example, students on the job market will need to make alternative arrangements to cover their classes when they travel for campus visits . Missing class for personal holidays is not acceptable and may lead to termination of your appointment.

Cases without advance warning:

Cases without advance warning includes sudden illness, accidents or medical emergencies. It does **not** include malfunctioning alarm clocks, oversleeping etc...

(1) Try to find a substitute to teach the class. The department office must be informed of any substitutions. Remind the substitute about the class!

(2) If finding a substitute is not possible, arrange for someone to go to the classroom and announce the cancellation of class. Request that the notice of the cancellation be written on the blackboard. Please do not expect the department office staff to do this -- sometimes there may be only one person in the department office, and it is not possible to leave the office unattended.

In any event, you must notify the department office and/or Professor Sahi as soon as possible. Teaching assistants must also notify the instructor of the course, and follow the instructor's guidelines for finding a substitute or making up the recitation.

Academic Dishonesty:

Scholastic dishonesty is any act that involves misrepresentation of a student's own work or that violates the rights of another student with respect to academic work. Instructors are responsible for minimizing academic misconduct by providing clear guidelines of course expectations. All incidents of scholastic misconduct are to be reported to Professor Sahi, who will then contact the CLA Scholastic Conduct Committee. (Some tips for proctoring exams are given in Appendix 2.)

Incomplete Grades:

Giving an Incomplete (I) grade:

An "I" grade is to be given only in exceptional circumstances. An Incomplete is not appropriate in cases where students feel they have done poorly on the final examination or where students fail to take the final because they expect to do poorly. A grade of "I" would be appropriate if a medical emergency prevents a student from taking a final exam at the scheduled time or from attending a large part of the class. Arrangements should be worked out between the student and instructor before the final exam. Please let the student know that the Incomplete has to be made up within one year, and that department policy requires that a student retake the class in a subsequent semester, completing all assignments and taking all exams. Once a grade has been given for a course, it cannot be changed to an "I" later.

Making up an Incomplete Grade:

1. There may be some students requesting permission to sit in on your class as an unregistered student making up an Incomplete ("I") from a previous semester. Department policy requires that students making up an Incomplete repeat the course in its entirety. No homework or exam scores may be transferred from the previous semester.
2. Students must make up an Incomplete within one year. (See "Note" below.) If a student is in your class to make up an Incomplete, ask the student when he or she originally received the Incomplete grade. If it is over a year ago, it is too late to make up the Incomplete; and the student must re-register for the course. Refer the student to Professor Sahi in case of problems.
3. Once you grant permission for the student to make up an Incomplete in your class, please tell the student to immediately visit the department office (room 4-101 Hanson Hall) to fill out the "Incomplete Form." (See a copy of the form in Appendix 3.)

4. You should receive a copy of the Incomplete form from the student at the beginning of the semester, and should retain it until the end. At the end of the semester, please indicate the grade earned by the student on this form, sign it, and submit it to the department office. For large lecture Principles courses, instructors are responsible for the Incomplete forms and for submitting grades.
5. The department office will process the necessary documents to put through the change of grade.

Note: Although a grade of "I" will lapse to an "F" after one semester, the Department of Economics will allow students one year to make up an Incomplete (i.e., an "I" received Spring 2001 must be made up by the end of Spring 2002). If the "I" is made up within one year, the "I" (or the "I" that has lapsed to an "F") will be changed. After one year, the student must re-register for the course and pay tuition.

Classroom Climate Advisers:

This is a new service set up by the Office of Equal Opportunity and Affirmative Action. Students and instructors may have difficulties discussing sensitive subjects in class, e.g. race and gender discussions, discrimination, personal beliefs and theories presented, and others. If you want help or if a problem develops, you can contact the Office mentioned above at 624-9547, and a Classroom Climate Adviser will be assigned to your class to help you deal with the situation.

Class Disruption:

Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students with disruptive behavior should be asked to leave. Students whose behavior suggests the need for counseling or other help should be referred to their College Advising Office (575 Heller Hall - Social Sciences Advising Community - for Economics majors).

Examinations:

Students are expected to take all exams at the scheduled time. You should not make arrangements for individual students, e.g. the student who tells you in the middle of the winter semester that he or she has just bought a non refundable discount ticket to Florida on a plane that leaves the day before the final. Putting the date and time of the final on your syllabus and announcing the date in class puts students on notice as to what is expected of them. There are important advantages in being clear about your expectations from the very beginning.

You are also expected to adhere to the published schedule for final exams. It is inappropriate to move an exam date for your personal convenience. If it is necessary to reschedule an exam, see Caty Bach about the required paperwork for rescheduling.

Make-Up Exams:

This is the text of University policy regarding make-up exams:

"Students should not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, verified illness, participation in athletic events or other group activities sponsored by the University, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible. It is the responsibility of faculty members to provide make-ups for major examinations, ordinarily including midterm and final examinations. Should unusual situations make this impractical, appropriate alternative arrangements should be approved by the department chair. Except for major examinations, for which accommodations must be made by the instructor, special arrangements for absences are at the instructor's discretion in the course concerned."

Also, if a student has three final exams within a 16 hour period or has a conflict with another final exam, he or she is entitled to a make-up exam for one of these.

Any other request for a make-up exam (midterm or final) must be dealt with on a case by case basis. Generally, make-up exams can be scheduled only for students who were sick (with appropriate documents), or had some other unforeseen problem; (you should always request written proof). You should not schedule make-up exams under any other circumstances, i.e. due to vacation plans etc... Ask Professor Sahi or Caty Bach for details. Large Lecture instructors will receive details about procedures for their common make-up final exam. **Your syllabus should clearly state valid reasons for being allowed to take a make-up exam, the documentation required, and the procedure for making up the work.**

Important: At the end of each semester, the department schedules a time for make-up exams. If students are unable to take your regularly scheduled exam, you are encouraged to utilize the scheduled make-up. Caty Bach distributes a notice to this effect towards the end of the semester. If you need to schedule a separate make-up exam, please inform Caty (or the front office staff). She will help you get a room from the Scheduling Office._

Please do not let the student(s) take an exam in a room where other people (non-students) are present, as in a library, office, or lounge. It is best and easiest to make space arrangements in advance.

Course permission Numbers for entering closed classes:

Course overrides are given to students through "Course Permission Numbers." It is a tool to allow students to register for closed courses where all seats have been filled. These are randomly generated 5 digit numbers that are section specific and can be used only once.

Course permission numbers are typically issued to students in the first week of classes if the class is closed, and in the second week to signify instructor approval for late registration.

At the beginning of the semester, all instructors will be given some (5) course permission numbers. When a student approaches you for admission into your closed course, you should give her or him one of these numbers (please make sure they note it down carefully). They can then use this number to register for the class. Please make sure you do not issue the same number more than once. Please talk to Professor Sahi or Caty if you have questions.

You are not obligated to let extra students into your class; but many students have special situations that warrant consideration. Please give out the course permission numbers only if you have enough seats in the classroom to accommodate the added students. (Wait until the end of the class period to see if there are extra seats.) If you have more people than course permission numbers, you can draw names to allot them. No course permission numbers are given out for any Econ 1101 or 1102 courses.

Student Attendance:

Students are responsible for material covered in all scheduled class meetings. Many instructors find it helpful to emphasize this point during the first class meeting and by mentioning it on the syllabus. A student who wants to miss half the class everyday to leave for work should be advised to take the course some other semester when the conflict can be avoided. You do not have to take attendance in your class.

In spite of the best of intentions, students may miss class(es), and may want to make up the missed material. You are encouraged to be sensitive to legitimate conflicts and emergencies; but this does not mean that you have to repeat the lecture or lend them your notes. Students should be encouraged to borrow notes from friends, and can consult you during office hours for reasonable help.

Note taking Services and Videotaping by professionals:

Some organizations run a note-taking service for large lectures. The University does not endorse note-taking services on campus, but it does not prohibit instructors from participating with these services. Instructors of large lectures may be approached by representatives of a note-taking organization. You can refuse or allow note taking in your class. Contact Professor Sahi for clarification.

The Department policy on videotaping of any Economics class is that the person requires written permission from the Chair, Professor Larry E. Jones. No one other than Professor Sahi or Jacob Short to videotape or sit in on your class (other than support staff from the Minnesota English Center, who videotape foreign students as a part of their English classes).

Sexual Harassment:

The University has a strict sexual harassment policy that prohibits any behavior that might be construed as sexual harassment, including apparently consensual sexual relationships with subordinates or students. Your status as an instructor obligates you to act responsibly and guard against abuse of authority in such matters.

Student Complaints:

If a student's concerns about grading (or any other course problem) cannot be resolved by the instructor or TA, they should be referred to Professor Simran Sahi. The department has a specific complaint procedure whereby the student fills out a complaint form (obtained from the department office), submits it to the DUGS, and gets a written response within ten working days. If the student is not satisfied, she or he can take the complaint to the department Chair and then to the CLA Scholastic Conduct Committee or to the Student Ombudsman Service. Instructors are notified of all complaints about them. (Appendix 4 is a copy of the Complaint Form.)

Departmental Matters:

1. Clerical Services: As Teaching Assistants, the department offers you limited clerical services in the department. This includes photocopying of your syllabus and exams, depending on staff availability. Note that you must submit typing and photocopying requests at least 24 hours before you need them. This is very important. If you do not submit your request in a timely fashion, your request may not be completed. Contact the departmental office staff for more details. Instructors are expected to make other material (homework, handouts) available to students on the course website.

2. Supplies: You receive some office supplies (6 note pads and 6 pens or pencils per semester) if you are an instructor or a recitation leader. Please collect them from the department office before the start of every semester.

3. Equipment: Most classrooms have technology available. In nearly all cases, you will need to bring your own laptop. If you are in a room that does not have the technology you require (or if you are in a room with whiteboards and require a room with blackboards), please contact Caty. She MAY be able to get you the type of room you prefer. It depends on what is available from Central Scheduling.

4. Office Space: All TAs are assigned offices in Hanson Hall on the third floor. All offices are shared by a number of graduate students. Please keep your desk and room clean and tidy, and be sure to put your name on your desk. If you require a larger space for your office hours, please work with the office staff well in advance of the time your office hours begin.

5. Addresses: The main office must be informed of your current address and home phone number, and of any change arising in these. According to University policy, we do not give out your home phone number or address to any students.

6. Computer Specialists:

Dong Oh (doh@umn.edu) is the department Computer Specialist - contact him for help with all matters pertaining to the use of departmental computers, printers, other hardware, software, internet access, etc..

For more information on University policies, please refer to the [CLA Classroom, Grading, and Examination Procedures Handbook](#) produced by the College of Liberal Arts. Please be sure to contact Professor Sahi or Jacob Short with questions or problems pertaining to your teaching.

Center for Teaching and Learning Resources

Teaching and Learning Resources are on line and can be accessed at <http://www1.umn.edu/ohr/teachlearn/resources/>.

TRAINING FOR TEACHING ASSISTANTS

TA Training at the start of the year:

Teaching Assistant training is mandated by the Minnesota Legislature. The Department organizes a two day TA Training Seminar for all new TAs. The University's Faculty and TA Enrichment Program also has a workshop titled Orientation for New TAs. It is mandatory for all new TAs to **attend both seminars**.

For 2009 - 2010, the **Economics Department TA Training Seminar** will be held on September 1 - 4, 2009. New international TAs have attended another orientation arranged by the Office of International Education.

Year-Long TA Training:

The department maintains a year-long TA Training program. We offer seminars lead by teaching experts. Video taping and site visits to your class also play an integral part in this program. We hold meetings each semester where different methods of teaching or ways to deal with common problems are discussed. While it is mandatory for new TAs to attend these seminars, experienced TAs are encouraged to attend as well.

If during the academic year you find that you have problems with teaching a particular class, with particular students, or any other predicament, please do not hesitate to contact Professor Sahi or the faculty mentor assigned to your course.

Preparing Future Faculty program

This program "provides a teaching and learning forum for graduate students and post-doctoral fellows at the University of Minnesota. Program participants discuss learning theory and strategies, develop teaching and assessment skills, create classroom and job search materials, and work with faculty from regional institutions" (**CTLS webpage**, <http://www1.umn.edu/ohr/teachlearn/pff/what.html>). Please contact Professor Sahi if you are interested.

TEACHING EVALUATIONS

The department has a standard evaluation procedure.

1. As at almost all colleges and universities, you are evaluated by your students using standard university forms. This information is made available to the Director of Undergraduate Studies (Professor Simran Sahi) and to you. You should consult with her if you have any concerns about student evaluations.
2. Departmental evaluations are carried out by the Director of Undergraduate Studies and the TA Training Coordinator (Jacob Short for 2009-2010) making unannounced site visits to your class at least once during the academic year. Constructive feedback will be given to you to help improve your teaching style. If the first visit results in an evaluation of 'poor' or worse, a subsequent site visit is arranged, with the hope that teaching will have improved. While the purpose of these visits is to work with TAs to insure an overall high quality level of teaching in the department, you must be aware that your future appointments may be in jeopardy if your teaching performance continues to be inadequate.
3. Video taping of one class is mandatory for all assistants and instructors who are teaching for the first time. This tape is viewed and discussed with you, and supportive advice on improving your teaching style is given.

4. You must undertake mid-semester student evaluations as well as end-of-the-semester evaluations. The forms and instructions will be placed in your mailboxes at the appropriate times. Please note that this is mandatory for all TAs.

APPENDIX 1A: SYLLABUS
UNIVERSITY OF MINNESOTA
FALL 2009

INSTRUCTOR: _____ ECONOMICS ____
OFFICE: _____ TIME: _____
PHONE: _____ ROOM: _____
OFFICE HOURS: _____
E-MAIL ADDRESS: _____
TAS: _____, _____
GIVE THE WEBPAGE URL FOR THE COURSE

BRIEF INTRODUCTION TO THE COURSE (5 - 15 lines)

--Write about (1) the goals of the course, i.e. what you want the students to learn and
(2) course content/short course description--

TEXT BOOK: ____ (reqd or supplementary) _____, available at the University Bookstore on the East Bank.

AUTHOR: _____

OTHER READINGS: _____, available at _____

RECITATIONS:

If there are recitation sections, mention the purpose of the recitations, and what will be covered during them.
Mention the names of the TAs, their office rooms, office hours, and contact information.

HOMEWORK ASSIGNMENTS:

1. Give total number of homework assignments - give calendar of due dates
2. Give instructions about the format; i.e. all homework is to be typed, all homework is to be turned in by the due date, no late assignments are to be accepted etc.....Mention if any of the homework grades will be dropped; also specify very clearly whether working together on homework is permitted or if everyone is to work independently. Specify penalties for late assignments (if accepted).

EXAMS:

Mention number of exams

MIDTERM EXAM: _____ (give date, room, time; or give tentative date)

FINAL EXAM: _____ (give date and room number, and time)

COURSE GRADING POLICY:

Exams and assignments will determine the final grade as follows:

Homework assignments: _____%

Midterms: _____%

Final: _____%

Mention the format of exams - multiple choice, true/false, or essay questions; give number of questions on the exam.

Mention the grading scale as well - given below.

RULES:

1. Give rules about midterms and makeup exams, or you can write: Make ups are possible only under extenuating circumstances, such as a sudden illness, and must be accompanied by a doctor's verification; also the instructor, the TA, or the department office (625-6353) must be notified that the student will be unable to come for the exam, prior to the exam.
2. Give rules about the final exam: Again, make ups are possible only if the student has another exam scheduled at the same time, or has three exams within a 16 hour period. In those cases, students must make prior arrangements with the instructor. The date and time for your final is listed on Onestop (the University website). Be sure to include the date and time on your syllabus. Remember to announce the date, time, and room number during the last week of classes.
3. For students who have registered S/N, a grade of "C-" is necessary to receive an "S".
4. Mention any other course expectations - term paper, project, presentation, and/or others.
5. For a writing intensive course, mention all details regarding the assignment.

GRADING SCALE:

- 92%-100% A
- 90%-91% A-
- 88%-89% B+
- 82%-87% B
- 80%-81% B-
- 78%-79% C+
- 72%-77% C
- 70%-71% C-
- 68%-69% D+
- 60%-67% D
- 59% F

COURSE OUTLINE:

Your syllabus should include an outline of the course linking major topics to the chapters in the text and/or other assigned readings. Some instructors find it useful to provide a complete listing of topics by class meeting.

<u>TOPIC</u>	<u>CHAPTER</u>
_____	_____
_____	_____
_____	_____

Miscellaneous:

1. You might add a statement with information about sources where students can obtain help if they have problems with the course - a writing lab, math tutoring, econ tutoring, , and others.
2. If you expect your students to use the course website, provide them with a very short tutorial on the basics. Material in Appendix 1B is attached to every undergraduate syllabus in the department.

DEPARTMENT OF ECONOMICS -- PROCEDURES AND POLICIES 2009-2010

4-101 Hanson Hall (625-6353)

CLASS ASSIGNMENTS:

Written answers to homework assignments must be typed; Graphs and numerical work need not be typed, but should be legible.

DISABLED STUDENTS:

Reasonable accommodations will be provided for all students with documented disabilities. Contact the instructor at the beginning of the semester to work out details. This information will be kept confidential.

DROPPING A CLASS:

Termination of attendance alone is not sufficient to drop a class. You must notify the Registrar's office. Please contact your academic (college) adviser for details on this process and pay attention to University deadlines for add/drop.

INCOMPLETE GRADE:

Low class standing is not a valid reason for an Incomplete grade. An I is given only in exceptional circumstances like family emergencies or hospitalization; arrangements must be worked out between the student and instructor before the final exam. We require written proof of emergencies. Details about I grades and how to make it up -in the Economics Undergraduate Handbook.

MAKE-UP EXAMS:

Make up exams are possible for the final exam only if the student has another exam scheduled at the same time, or has three exams within a 16 hour period. This should be pre-arranged with the instructor at least three weeks before the final exam. Make up final exams may also be possible for documented medical emergencies.

SCHOLASTIC DISHONESTY:

"The College of Liberal Arts defines scholastic dishonesty broadly as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, plagiarizing (misrepresenting as one's own anything done by another), unauthorized collaboration on assignments or exams, or sabotaging another student's work".

The University Student Conduct Code defines scholastic dishonesty as "Submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using text materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement."

Penalties for scholastic dishonesty of any kind in any course will entail an "F" for the particular assignment/exam or the course.

Please check this website for information on Student Academic Misconduct -- <http://www.osai.umn.edu>

STUDENT CONDUCT AND CLASSROOM BEHAVIOR:

Students are expected to contribute to a calm, productive, and learning environment. Please check this website for information on student classroom behavior issues: <http://www.sja.umn.edu/classroom.html> Check the Student Conduct Code to find out what is expected of you. **Students are expected to have successfully completed all prerequisites prior to taking an Economics course.**

UNDERGRADUATE PEER ADVISER:

Contact the Undergraduate Adviser if you wish to sign up for an Economics major or minor or to get information about institutions of higher study. **Beginning Fall 2003, your APAS form will list your progress toward an Economics degree.**

Adviser: Ms. Madhu Bhat (econugra@econ.umn.edu)

Office: 4-100 Hall (office hours are posted on the door) Phone number: 612-625-5893

UNDERGRADUATE HANDBOOK:

Available as hard copy and on the Internet at: <http://www.econ.umn.edu/> Click on Undergraduate Programs.

Registration policies are listed in the Course Schedules and College Bulletins.

COMPLAINTS OR CONCERNS ABOUT COURSES:

All course grades are subject to department review.

Please contact your instructor or TA if you have any complaints or concerns about the course. If your concerns are not resolved after talking with your instructor, you can contact: Professor Simran Sahi, Director of Undergraduate Studies

(Phone): 612-625-6353 and E-mail: ssahi@umn.edu

August 15, 2008

APPENDIX 2

TIPS FOR EXAM PROCTORS

1. Seat students as far as possible from one another. If your regular classroom is full, you can request a different room for your final to allow every-other-seat seating.
2. Announce at the outset that all books, papers, notes etc.. are to be put away; i.e. nothing should remain on the student's desk except a pen/pencil, and calculator (if needed).
3. Announce that there is to be no talking or discussion between students during the exam; all questions must be directed to the proctor.
4. Walk up and down the aisles occasionally to check on the students.
5. Respond appropriately to the students if they have a question or problem about the exam. You should help students understand the question but do not in any way, give the answer to any question.
6. If you notice any students discussing something among themselves, ask them to stop immediately, and ask one of them to move and sit elsewhere. If they refuse, mention that you will be forced to report it to the department office. Please take down their names and i.d. numbers and let Professor Simran Sahi know.
7. If you notice that a student has some extra sheets of paper or 'crib' sheets on the desk, take the exam and the crib sheets from the student, ask the student to come with you, go to the nearest phone, and call the main office at 625-6353. Then ask the student to go back with you into the room, keep the exam and crib sheets with you, and wait for someone to come over. If the student does not cooperate and does not hand over the exam or the extra sheets, do not forcibly take them. Instead go to the nearest phone and call us. Also, if any such case arises, take down the names of at least two to three other students sitting near the accused. These individuals may be necessary to provide evidence.
8. If problems arise while you are proctoring the exam and you cannot contact the front office (this can happen if the exam is scheduled late in the evening), keep all materials with you (including all the crib sheets, exam, name and id number of the students), and then turn them over to Professor Sahi the next day along with a complete explanation of what happened. However, after taking away the exam and crib sheets from the student, give him/her another new exam, note on it that it is a second exam, note the time it was handed out, and let the student work on this exam till finishing time. If you need to contact someone after office hours, please call Professor Sahi on her cell phone.
9. For large lectures, tell the students to bring their ID cards to the exam (do this before the day of the exam!). You can walk around and randomly check some IDs while students are taking the exam.
10. Please ask students to turn off their cell phones, pagers, laptops, and all other electronic devices before beginning exams. These must remain off for the duration of the exam.

APPENDIX 3
UNIVERSITY OF MINNESOTA
Department of Economics

FORM FOR MAKE-UP OF AN INCOMPLETE GRADE BY REPEATING COURSE

Instructions for Students:

Students must make up Incompletes within one year - DO NOT register for the course in which you are making up an "I" grade.

For students making up Incompletes after one year: students MUST RE-REGISTER for the course.

A. Student's Name: _____
I.D. #: _____

B. Fill in the information below for the course you originally registered for and received an "I":

Course # and Section #: _____
Semester and Year: _____
Instructor's Name: _____

C. Fill in the information below for the course you are now taking to make-up the incomplete:

Course # and Section #: _____
Semester and Year: _____
Instructor's Name: _____

D. Instructions to Instructor named in C above:

The student must do all the work required for your course just like a regularly registered student.

Please return this form to 4-101 Hanson Hall indicating the grade earned by the student:

(The student's name will not be on your class list - this is the only way to let us know the grade)

Grade earned: _____

Instructor's signature: _____

Date: _____

IMPORTANT: Do NOT enter this grade on your regular Grade Report for your course. If you do mistakenly enter the student's grade on your grade report, the student may be charged tuition for the course.

**THIS FORM IS TO BE FILLED OUT BY THE STUDENT AT THE BEGINNING OF THE SEMESTER,
AND GIVEN TO THE INSTRUCTOR.**

**APPENDIX 4
UNDERGRADUATE COMPLAINT FORM**

STUDENT'S NAME: _____

DATE: _____

ADDRESS: _____

PHONE NUMBER: _____

INSTRUCTOR OR T.A.: _____

COURSE: _____

You are encouraged to speak to your T.A. or instructor about any problems before completing this form. You must speak first to your T.A. or instructor if your complaint concerns a grade or examination or assignment.

Please express the nature of your complaint and provide copies of any relevant materials you may have. Remark on any conversations with the T.A. or instructor concerning this matter.

Do you have any suggestions as to the appropriate remedy in this situation?

YOUR COMPLAINT WILL BE REVIEWED. A WRITTEN DECISION MAY BE PICKED UP IN THE DEPARTMENT OFFICE (4-101 HANSON HALL) IN 10 WORKING DAYS. CONFIDENTIALITY WILL NOT BE MAINTAINED UNLESS SPECIFICALLY REQUESTED BELOW:

Do you object to the instructor's or T.A.'s knowing who made this complaint? (yes or no)

Responsibilities of Instructors

This form is intended to clarify expectations and responsibilities of Instructors.

Please consult the TA Training Coordinator or Professor Simran Sahi if you have any questions/concerns.

Course Title: _____

Instructor name: _____

Primary responsibilities:

- teach lecture
- create and select class materials
- include real-world material and examples
- hold office hours - mandatory 2 hours per week plus additional hours if needed
- prepare syllabus, course policies, homework assignments, answer keys, and exams
- provide feedback to students on assignments and exams
- assign all course grades and keep class records/grades on hard drive as well as paper
- maintain contact with grader
- Maintain class website
- conduct review sessions if necessary
- proctor exams
- notify students of important class announcements
- clarify class/university policies (and communicate them on the website)
- submit assignments and exams for photocopying at least 24 hours in advance
- be familiar with reserve policies at the Wilson library
- attend Teaching Workshops at the U
- All other miscellaneous and administrative duties

Important Notes:

Arrive at class at least five minutes early. Teach all classes. Learn student names.

You are expected to be familiar with all class material and answer student questions regarding these materials.

Please consult the TA Training Coordinator or Simran Sahi or Caty if you do not know the answer to any academic or administrative question.

Course overview:

Course Goals/Objectives: To introduce students to the particular field of Economics - basic issues, relevance

Students' background: Generally students are economics majors, but we do get others as well.

Instructor Performance Evaluation/Feedback:

There will be a formal class observation by the DUGS (Prof. Simran Sahi) and the TA Training Coordinator during Fall. Student evaluations include mid-semester and end of the term evaluations.

All evaluation is geared towards constructive feedback and help with your teaching.

Some parts of this handout have been taken from the CTLS' Faculty and Instructional Staff Handbook, 2003.

<http://www1.umn.edu/ohr/teachlearn/facbook.pdf>

Responsibilities of Instructors (who supervise TAs)

This form is intended to clarify expectations and responsibilities of Instructors who supervise recitation TA's. Please consult the TA Training Coordinator or Professor Simran Sahi if you have any questions/concerns.

Primary responsibilities:

- teach lecture
- create and select class materials
- include real-world material and examples and concentrate on international perspectives
- hold office hours - mandatory 2 hours per week plus additional hours if needed
- Supervise TAs - assign them duties/ material to cover in each recitation - give written instructions
- prepare syllabus, course policies, homework assignments, answer keys, and exams
- provide feedback to students on assignments and exams
- assign all course grades and keep class records/grades on hard drive as well as paper
- maintain constant contact with all TAs and graders and Guest Lecturers
- Maintain class website
- conduct review sessions if necessary
- proctor exams along with TAs
- notify students of important class announcements
- clarify class/university policies (and communicate them to TAs in writing and verbally)
- duplicate/photocopy material -submit at least 24 hours in advance
- All other miscellaneous and administrative duties

Important Notes:

Please insist that all TAs attend all class lectures.

If TAs are assigned to two courses, ask them to attend alternate classes in each lecture.

Arrive at class at least five minutes early.

Mandatory weekly TA/Instructor Meetings - make sure you and the TAs attend all of them.

You and the TAs are expected to be familiar with all class material and answer student questions regarding these materials.

Please consult the TA Training Coordinator or Simran Sahi or Caty if you do not know the answer to any academic or administrative question.

Course overview for Econ 1101, 1102:

Course Goals/Objectives: To introduce students to the field of Economics - basic issues, language, relevance

Students' background: Generally students are freshmen; but can be older students as well. This is their first exposure to Economics - remember that!

Instructor Performance Evaluation/Feedback:

There will be a formal class observation by the DUGS (Prof. Simran Sahi) and the TA Training Coordinator during Fall. Student evaluations include mid-semester and end of the term evaluations.

All evaluation is geared towards constructive feedback and help with your teaching.

Some parts of this handout have been taken from the CTL'S' Faculty and Instructional Staff Handbook, 2003.
<http://www1.umn.edu/ohr/teachlearn/facbook.pdf>

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TA Responsibilities

This form is intended to clarify expectations and responsibilities of recitation TA's.

Please consult the instructor, the TA Training Coordinator, or Professor Simran Sahi if you have any questions/concerns.

Instructor name: _____ TA name: _____

Primary responsibilities:

- teach recitation sections
- take notes on lecture; attend all lectures
- hold office hours - mandatory 2 hours per week
- lead discussions/answer questions, facilitate activities in recitation sections
- grade homework assignments and exams (some grading help provided)
- provide feedback to students on assignments and exams
- assign course grades (depends on Instructor requirements)
- keep class records/grades on hard drive as well as paper
- maintain constant contact with instructor and other TAs
- conduct review sessions
- proctor exams
- distribute/collect assignments and/or handouts
- notify students of important class announcements
- clarify class/university policies (lateness, due dates, assignment/test make-up, cheating, etc. - make sure you are familiar with all; if not, consult the instructor)
- follow instructor's directions about class and class material
- others: as assigned by department or instructor

Important Notes:

Attend all class lectures if you are assigned to one course.

If assigned to two courses, please attend alternate classes in each lecture.

Arrive at class or recitation section at least five minutes early.

Mandatory weekly TA/Instructor Meetings - make sure you attend all of them.

You are expected to be familiar with all class material and answer student questions regarding these materials.

Please consult someone knowledgeable if you do not know the answer to any academic or administrative question.

Course overview for Econ 1101, 1102:

Course Goals/Objectives: To introduce students to the field of Economics - basic issues, language, relevance

Students' background: Generally students are freshmen; but can be older students as well. This is their first exposure to Economics - remember that!

TA Performance Evaluation/Feedback:

There will be a formal class observation by the DUGS (Prof. Simran Sahi) and the TA Training Coordinator during Fall. Student evaluations include mid-semester (please share evaluations with Prof. Simran Sahi) and end of the term evaluations.

(You will receive copies only after Simran has viewed all the evaluations. No one else has access to your evaluations.)

All evaluation is geared towards constructive feedback and help with your teaching.

Some parts of this handout have been taken from the CTLS' Faculty and Instructional Staff Handbook, 2003.

<http://www1.umn.edu/ohr/teachlearn/facbook.pdf>